DOCUMENT RESUME

ED 349 074 JC 920 465

AUTHOR Head, Ronald B.
TITLE Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.
INSTITUTION Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE Sep 92
NOTE 96p.; For the 1989-90 report, see ED 337 233.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS Piedmont Virginia Community College

ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1990-91 graduates, based on responses from 54.2% of the 240 alumni surveyed, included the following: (1) nearly 40% of respondents were employed full-time in jobs related to their fields of study at PVCC, and most were either very satisfied (29%) or satisfied (57%) with their current jobs; (2) the mean annual salary earned by respondents was $19,373; (3) females' salaries tended to be higher than males', minorities' higher than whites', and older respondents' higher than younger respondents'; (4) over 90% of respondents felt that PVCC provided excellent (26.8%) or good (68.3%) academic preparation for jobs; (5) almost all respondents felt that they were at least as well prepared as their fellow employees; (6) the most popular fields of study among transfer students were business-related; (7) the average grade point average of students attending a four-year institution was 2.894; (8) the vast majority of transfer students felt that PVCC had provided either excellent (31.4%) or good (57.1%) academic preparation for transfer; and (9) most PVCC graduates attending four-year institutions felt that the quality of instruction and grading practices were comparable at both schools, while PVCC students were less competitive, and PVCC faculty and staff were more friendly than their counterparts at the four-year institution. Extensive data tables, the survey instrument, cover letters, and selected respondent comments are included. (MAB)

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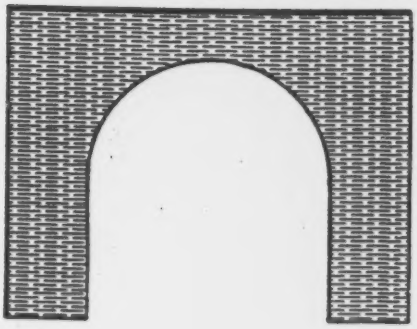

Follow-up Survey of PVCC Graduates of the Class of 1990-91

Office of Institutional
Research and Planning
Piedmont Virginia
Community College

Research Report
Number 5-92

September 1992

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Brief No. 92-10
September 1992

PVCC Institutional Research Brief

RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1990-91

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1990-91*(PVCC Institutional Research Report No. 5-92, September 1992). Students graduating from PVCC in Summer Session 1990, Fall Semester 1990, and Spring Semester 1991 were surveyed in the winter and spring of 1992 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had had upon their careers and education.

Major findings included:

1. Most 1990-91 PVCC graduate survey respondents found meaningful and satisfying employment. Nearly 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (29%) or satisfied (57%) with their current jobs, but less planned to pursue these jobs as long-range careers than did not.

2. Jobs held by survey respondents included nurse (26.1%), secretary (15.2%), accountant (5.4%), sales clerk (5.4%), and business manager (4.3%).

3. The mean, or average, annual salary earned by 1990-91 graduate survey respondents was $19,373, and the median, or midpoint, salary was $20,172. The highest salary reported was $43,000 and the lowest $1,200. The distribution of salaries was fairly normal, with 32.4% of all respondents earning less than $15,000, 35.2% earning between $15,000 and $25,000, and 32.4% earning $25,000 or more. The mean and median salaries for females were higher than those for males, and minority respondents earned higher salaries than white respondents. Generally, older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (26.8%) or good (68.3%) academic preparation for jobs. Three respondents (3.7%) believed PVCC provided fair academic preparation, and only one (1.2%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better (46.2%) or equally (50%) prepared in comparison to other new employees within the same career fields. Only 3.8% felt they were not as well prepared.

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5. Almost all survey respondents felt they were academically better (46.2%) or equally (50%) prepared in comparison to other new employees within the same career fields. Only 3.8% felt they were not as well prepared.

6. More 1990-91 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Nearly as many respondents transferred to the University of Virginia, and a large number also transferred to James Madison University and Longwood College. The most popular fields of study at four-year institutions were business related (business administration, accounting, etc.).

7. Most 1990-91 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 2.894. The lowest GPA reported was 1.500 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (31.4%) or good (57.1%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (40%) or equally (45.5%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1990-91

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Research Report No. 5-92

September 1992

TABLE OF CONTENTS

INTRODUCTION 1

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS 2

EMPLOYMENT 4

JOB AND CAREER SATISFACTION 7

PVCC PREPARATION FOR JOBS 9

SALARIES 13

FURTHER EDUCATION 19

PVCC PREPARATION FOR COLLEGE TRANSFER 26

CONCLUSIONS 34

TABLES 37

APPENDIX A: GRADUATE SURVEY 69

APPENDIX B: SURVEY COVER LETTERS 73

APPENDIX C: Selected Comments by Survey Respondents 83

- General 83
- Transfer to Four-Year Colleges and Universities 84
- Employment 85
- PVCC Faculty and Staff 85
- Advising and Counseling Services 86
- Curriculum (General) 86
- Curriculum (Health Care) 87
- Curriculum (Business/Accounting) 87
- Curriculum (Other) 88

LIST OF TABLES

TABLE 1: Number of 1990-91 PVCC Graduates and Graduate Survey Respondents By Demographic Characteristics 39

TABLE 2: Number of 1990-91 PVCC Graduate Awards and Graduate Survey Respondent Awards by Program Enrollment and Degree 40

TABLE 3: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Degree and Program 41

TABLE 4: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Degree 42

TABLE 5: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Job Category 43

TABLE 6: When Current Jobs Were Obtained by PVCC Graduate Survey Respondents 44

TABLE 7: Satisfaction of PVCC Graduate Survey Respondents with their Current Jobs 45

TABLE 8: Job Satisfaction of 1990-91 PVCC Graduate Survey Respondents by Job Category 46

TABLE 9: Intention of PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers 47

TABLE 10: Intention of 1990-91 PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category 48

TABLE 11: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Academic Program 49

TABLE 12: Evaluation by PVCC Graduate Survey Respondents of their Academic Preparation by PVCC for Employment 50

TABLE 13: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Employment Status and Job Satisfaction 51

TABLE 14: Academic Preparation of 1990-91 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Academic Program 52

TABLE 15: Academic Preparation of 1990-91 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Job Category 53

TABLE 16: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Career Assistance Services at the College 53

TABLE 17: Salaries of 1990-91 PVCC Graduates Survey Respondents by Academic Degree and Program 54

TABLE 18: Salaries of 1990-91 PVCC Graduate Survey Respondents by Job Category 55

TABLE 19: Salaries of 1990-91 PVCC Graduate Survey Respondents by Employment Status and Job Satisfaction 55

TABLE 20: Salaries of 1990-91 PVCC Graduate Survey Respondents by Sex, Race, and Age 56

TABLE 21: Fields of Study at Four-Year Colleges or Universities of 1990-91 PVCC Graduate Survey Respondents 56

TABLE 22: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities 57

TABLE 23: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges or Universities by Four-Year Field of Study 57

TABLE 24: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities by Sex, Race, and Age 58

TABLE 25: Fields of Study at Two-Year and Specialized Institutions of 1990-91 PVCC Graduate Survey Respondents 58

TABLE 26: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Academic Program 59

TABLE 27: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year College or University 59

TABLE 28: Evaluation of 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year Field of Study . . . 60

TABLE 29: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer 60

TABLE 30: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation at PVCC by Academic Program for College Transfer in Comparison to Students Starting as Freshmen at the Transfer Institutions 61

TABLE 31: Evaluation by 1990-91 PVCC Graduate Survey Respondents by Four-Year Institution of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions . 61

TABLE 32: Evaluation by 1990-91 PVCC Graduate Survey Respondents by Four-Year Field of Study of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions . 62

TABLE 33: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions 63

TABLE 34: Evaluation by 1990-91 PVCC Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred 63

TABLE 35: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred 64

TABLE 36: Evaluation by 1990-91 PVCC Graduate Survey Respondents of the Strictness of Grading Practices Between PVCC and the Four-Year Colleges and Universities to which they Transferred 64

TABLE 37: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Strictness of Grading Practices between PVCC and the Four-Year Colleges and Universities to Which They Transferred 65

TABLE 38: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred 65

TABLE 39: Evaluation by PVCC AA/AS Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred 66

TABLE 40: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred 66

TABLE 41: Evaluation by AA/AS PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred 67

TABLE 42: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred. 67

TABLE 43: Evaluation by PVCC AA/AS Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred 68

TABLE 44: Evaluation by 1990-91 PVCC Graduate Survey Respondents of College Transfer Assistance Services at the College 68

LIST OF FIGURES

Figure 1 EMPLOYMENT STATUS OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS 4

Figure 2 SATISFACTION OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS 7

Figure 3 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB 10

Figure 4 ACADEMIC PREPARATION OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS 11

Figure 5 SALARIES OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS . . 14

Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS 18

Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS 20

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS 23

Figure 9 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER 27

Figure 10 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS 29

FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1990-91

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the sixteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1990-91 (those students graduating from PVCC in Summer Semester 1990, Fall Semester 1990, and Spring Semester 1991), and in terms of format and content, the study is similar to previous studies. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

Graduates were surveyed approximately eight months after graduation (see Appendix A). The reason for waiting this long was to allow time for graduates to

secure jobs and enroll in colleges or universities. Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 240 graduates of the class of 1990-91, 130 returned completed surveys for a response rate of 54.2%. This was higher than the response rate of 48.2% for the class of 1989-90, the same as the response rate for the class of 1988-89, and lower than the response rates for the two classes previous to that (57.1% for 1987-88 graduates and 61.2% for 1986-1987 graduates).

As can be seen in Table 1, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Females were much more likely to complete surveys than males. Minority students other than Black had a higher response rate than either Black or White students, but White students had a higher rate than Black students. Older students had a slightly higher response rate than younger students. The highest response rates were from graduates residing in Greene County (82.4%) and the lowest from those residing in the City of Charlottesville (48.6%).

Graduates in college transfer curricula for the most part had higher response rates than those in occupational/technical curricula.[1] As can be seen in Table 2,

[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

graduates receiving the AA degree had the highest response rate (72%), followed by those receiving the AS degree (57.3%). The lowest response rate was from graduates receiving the AAS degree (50.5%).

Demographic and enrollment characteristics of survey respondents were similar for both graduates and survey respondents. In terms of sex, most graduates were female (60.4% of graduates and 67.7% of respondents), and in terms of race, most were white (91.3% of graduates and 93.1% of respondents). Over one-third of the graduates were between the ages of 22 and 25 (36.3% of graduates and 35.4% of respondents), and over one-third were between the ages of 25 and 35 (37.5% of graduates and 38.5% of respondents). The service region locality with the largest percentage of graduates was Albemarle County (39.6% of graduates and 40% of respondents).

Graduates and respondents were fairly evenly divided between those receiving the AAS degree (42.4% of graduates and 38.5% of respondents) and those receiving the AS degree (39.5% of graduates and 40.7% of respondents. The remainder received AA degrees (10.3% of graduates and 13.3% of respondents) or certificates (7.8% of graduates and 7.4% of respondents).

Because the response rate for the survey exceeded 50%, and because demographic and enrollment characteristics of respondents mirrored those of all graduates, one can confidently conclude that most information contained in this study is representative of all graduates of the class of 1990-91.

EMPLOYMENT

Approximately one-half of all 1990-91 PVCC graduates responding to the survey were employed in jobs related to their fields of study at PVCC (see Figure 1). Over one-third were employed in either full-time jobs unrelated to their study at the college (16.2%) or in part-time jobs (22.3%). More of the part-time employees worked in jobs unrelated to their study at PVCC (14.6%) than in jobs related (7.7%).

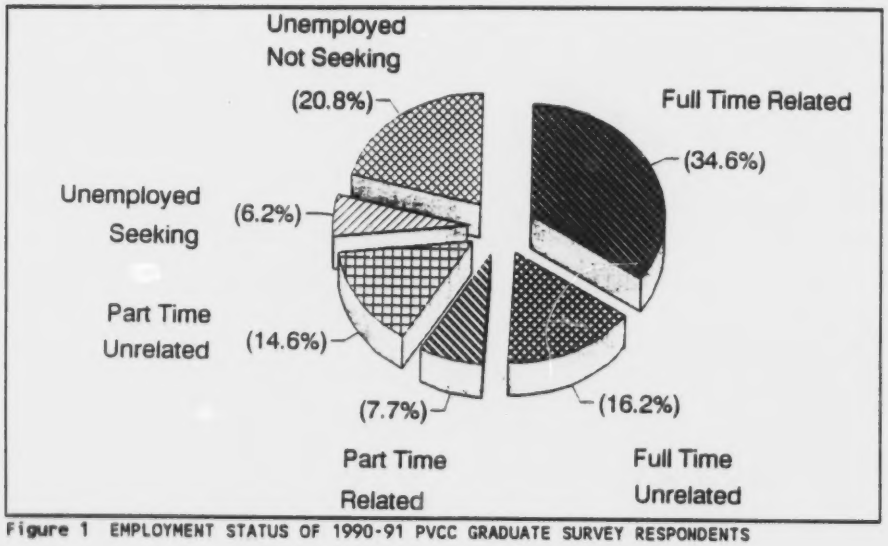

Figure 1 EMPLOYMENT STATUS OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS

Nearly one-quarter of the survey respondents declared that they were unemployed, but of these, only two (1.6%) were seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

The average number of hours worked per week by respondents holding full-time jobs was 41. The actual number ranged from 36 to 52. The average number of hours worked per week by respondents with part-time jobs was 27 for those with jobs

related to their fields of study and 23 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities, and cannot truly be considered as unemployed.

The employment status of 1990-91 graduates was quite similar to that of 1989-90 graduates. As can be seen in Table 4, the percentage of 1990-91 graduates employed in full-time jobs was approximately the same as that of previous graduating classes. Interestingly, however, the percentage employed in full-time jobs *related* to their fields of study at PVCC was the lowest ever. The percentage of 1990-91 graduates who were unemployed was also approximately the same as that of previous classes.

The employment status of 1990-91 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (47.9%). As has been the case during the last several year, more respondents were employed as nurses than as anything else (25.5%). Other jobs

held by four or more respondents included secretary (14.9%), accountant (5.3%), sales clerk (5.3%), and business manager (4.3%). Twenty-six respondents (27.7%) checked "OTHER" for job category. Some of the job titles in the "OTHER" category were waitress, fire fighter, taxi driver, cook, jeweler, bartender, and dispatcher.

Twenty-four survey respondents (25.5%) indicated they obtained their jobs before attending PVCC, 39 (41.5%) indicated they obtained their jobs while attending PVCC, and 31 (33%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1981-82 through 1990-91.

Twenty-one survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Three respondents also indicated they had obtained their current jobs as a direct result of participation in Co-op.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1990-91 graduate survey respondents was quite high (see Figure 2). Nearly 90% of the respondents reported they were either very satisfied (29.%) or satisfied (57%) with their current jobs. None of the respondents indicated they were dissatisfied, and only 13 indicated they were not very satisfied (14%). Respondents earning certificates were for the most part either very satisfied with their jobs or not very satisfied (less than 30% marked "satisfied" on the survey). Associate degree respondents, on the other hand, were twice as likely to be "satisfied."

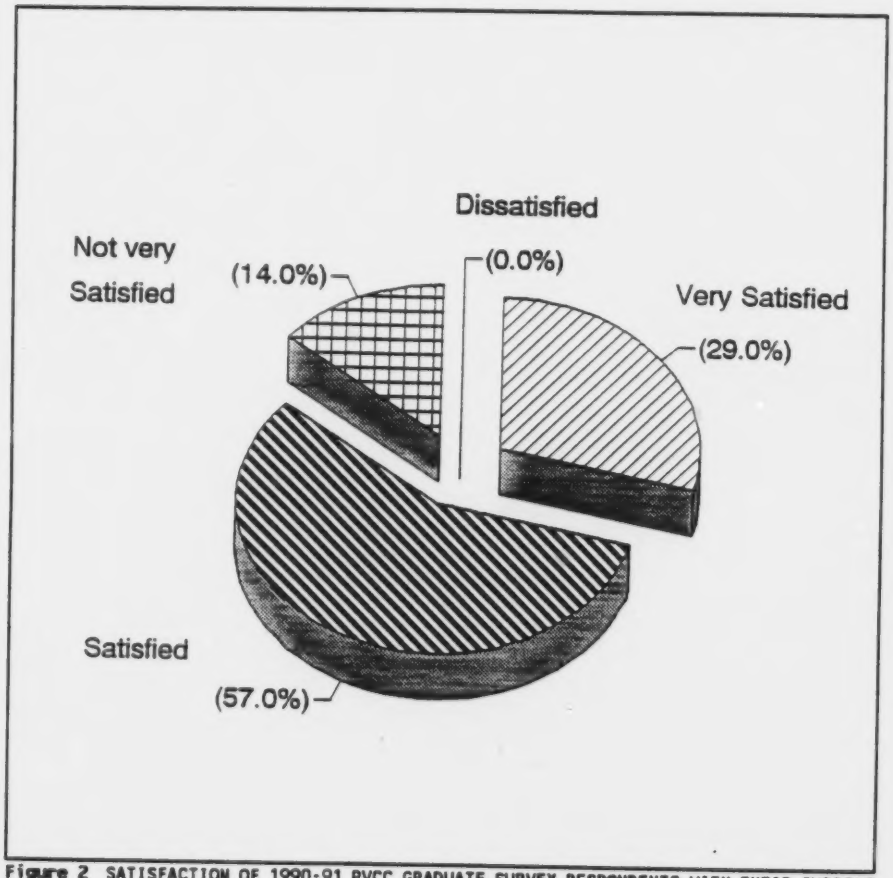

Figure 2 SATISFACTION OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

The 1990-91 graduate survey respondents were slightly less satisfied with their jobs than many previous PVCC graduating classes. As can be seen in Table 7, twice as many 1990-91 respondents as 1989-90 respondents were not very satisfied with their jobs. This was especially true with respect to AAS graduates. While all 1989-90 AAS respondents were either very satisfied or satisfied with their jobs, over 10% of the 1990-91 AAS respondents were not very satisfied.

The job satisfaction of 1990-91 survey respondents by job category is presented in Table 8. In all categories except two (construction worker and electronics worker), the majority of respondents indicated they were either very satisfied or satisfied. In two categories (educator and engineering technician), all respondents were very satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Surprisingly, although 1990-91 graduates were quite satisfied with their jobs, less than half intended to pursue those jobs as long-range careers.

As can be seen in Table 9, only 38.3% of all graduates indicated they would pursue their current jobs as long-range careers, while 39.4% indicated they would not, and 22.3% were undecided. In all previous graduating classes (with the exception of the 1989-90 class), over 50% of the respondents intended to pursue their current jobs as long-range careers.

The intention of 1990-91 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers included computer programmer, engineering technician, nurse, and accountant. Jobs which over half of the respondents did not see as long-range careers included child care worker, construction worker, sales clerk, secretary, and data entry operator.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1990-91 graduate survey respondents. Over one-quarter of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Over two-thirds indicated that the academic preparation was good. Only 3.7% indicated that the academic preparation was fair, and only one respondent (1.2%) indicated it was poor.

The evaluation of academic preparation for employment by academic program by 1990-91 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of their academic preparation for employment by the 1990-91 graduate survey respondents was quite similar to that of previous graduating classes

(see Table 12). Although proportionally fewer 1990-91 respondents than 1989-90 respondents felt their academic preparation was excellent, fewer also felt it was either fair or poor.

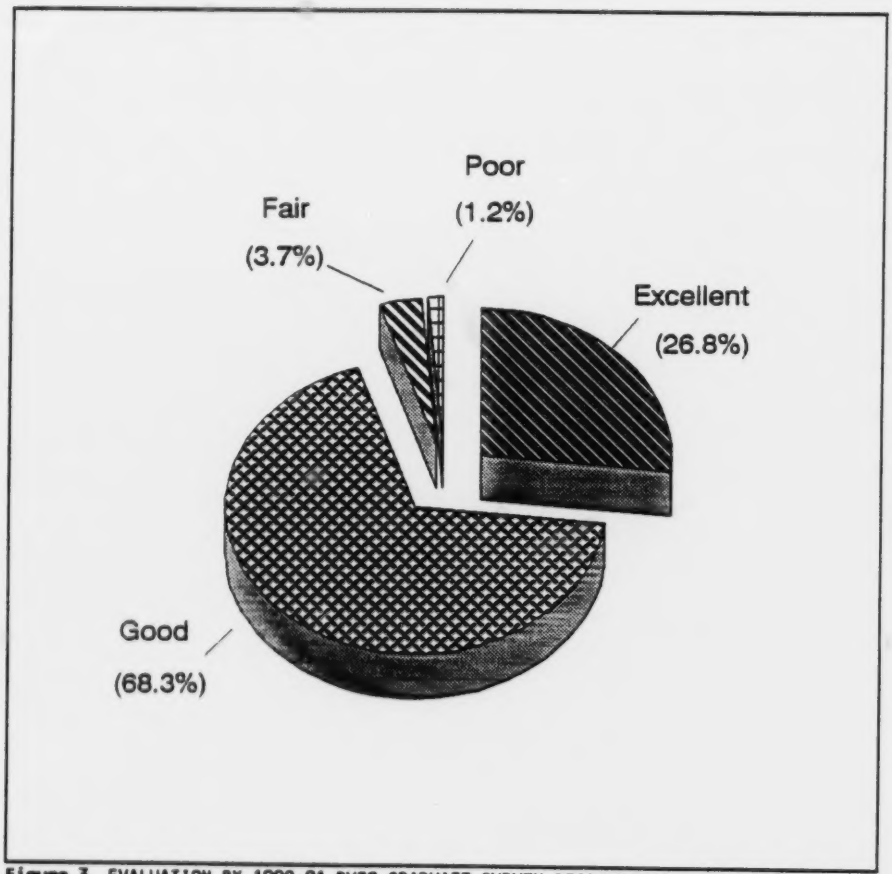

Figure 3 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

For the most part, these expectations were true for 1990-91 graduate survey respondents. As can be seen in Table 13, over one-third of the respondents in full-time jobs *related* to their field of study at PVCC rated their preparation as excellent, while less than one-sixth in full-time jobs *unrelated* to their study did so. Similarly, 22.2% of those in part-time jobs related to their field of study rated their preparation as excellent, while only 15.4% of those in part-time, unrelated jobs did so.

With respect to job satisfaction, all respondents very satisfied with their jobs rated their PVCC academic preparation as either excellent or good, and 93.3% of those satisfied with their jobs rated their preparation as excellent or good. Yet no respondents not very satisfied with their jobs rated their preparation as excellent.

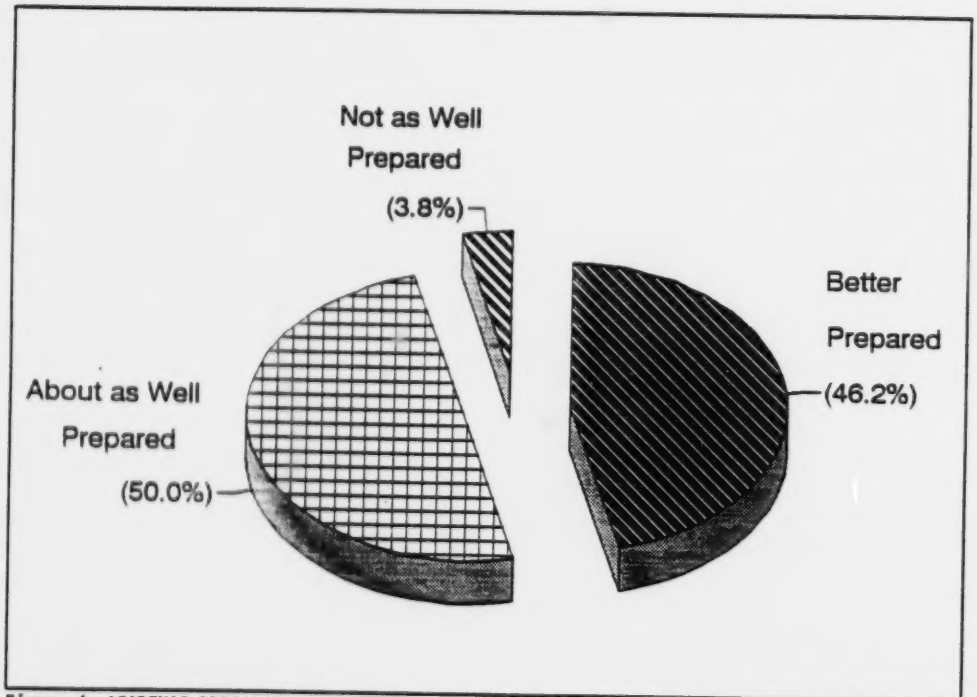

Figure 4 ACADEMIC PREPARATION OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

Another way of gauging the impact of a PVCC education with respect to career preparation is to

determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1989-90 graduate survey respondents felt they were better or equally prepared.

Less than 5% of the survey respondents felt they were not as well prepared as other new employees within the same career fields. The remainder were fairly evenly divided between being better prepared than other new employees (46.2%) and being about as well prepared (50%). Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, 5 respondents indicated they received direct job assistance from PVCC. Four received AAS degrees (2 in Management and one each in Electronics and Nursing), and one received an AS degree in Science.

Table 16 presents the evaluation by 1990-91 graduate survey respondents of various career assistance services offered by the college. As can be seen, for the most part, these services were rated quite highly by survey respondents. Faculty and academic programs received the highest overall ratings. Over one-third of all respondents evaluated career assistance received by both faculty and academic program as excellent, and over one-half rated it as good. The two "OTHER" services rated by respondents were financial aid, rated as poor, and an individual counselor, listed by name, who was rated as excellent.

SALARIES

The mean, or average, annual salary earned by 1990-91 graduate survey respondents was $19,373, and the median, or midpoint, salary was $20,172. The highest salary reported was $43,000 and the lowest $1,200. As can be seen in Figure 5, the distribution of salaries was very slightly skewed in a positive direction.[2] What this indicates is that, with the exception of the highest income bracket, more salaries were earned in the three higher income brackets ($20,000-$25,000, $25,000-$30,000, $30,000 and over) than in the four lower income brackets.

Thirty-four of the 71 respondents reporting salary (47.9%) earned less than $20,000. Thirty-one (43.7%) earned between $20,000 and $30,000. Ten (14.1%) earned less than $10,000, and 6 (8.5%) earned $30,000 or more.

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[2]When a histogram, or distribution of data values, is nonsymetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed negatively. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness is -0.125642. The kurtosis of the salaries is 2.84932, indicating that most of the salaries are not in one or two salary brackets (a "flatter" than normal curve).

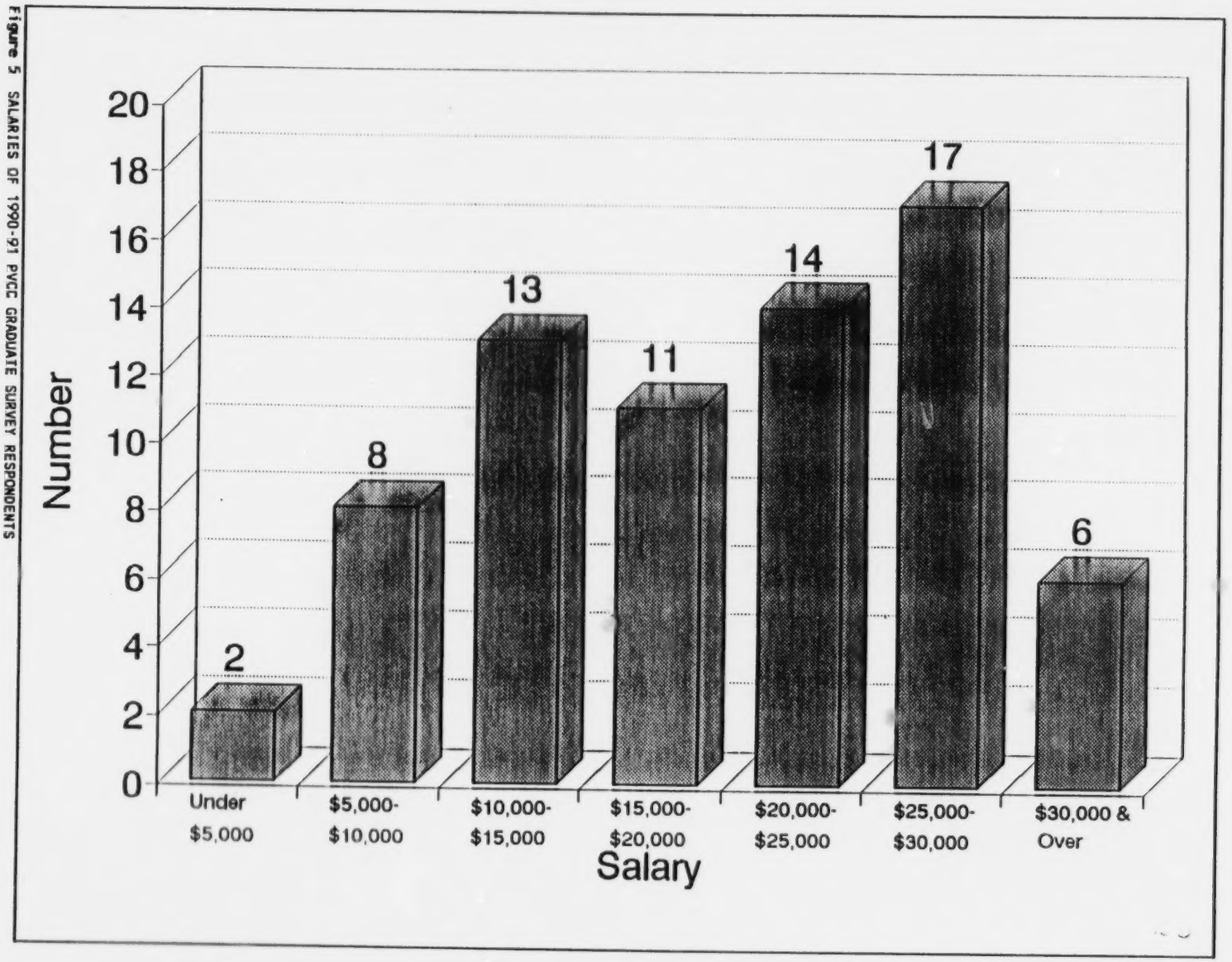

Figure 5 SALARIES OF 1990-91 PVCC GRADUATE SURVEY RESPONDENTS

The salaries of the 1990-91 graduate survey respondents by degree and academic program are presented in Table 17. As might be expected, given the fact that college transfer programs are not designed to provide jobs for graduates, as well as the fact that most of the college transfer respondents were employed in part-time jobs, salaries for those enrolled in occupational/technical programs were higher than salaries for those enrolled in college transfer programs. The mean salary for survey respondents earning the AA degree was $11,204, and the median salary was $10,000; the mean salary for those earning the AS degree was $17,625, and the median salary was $13,000. The mean salary for those earning certificates was $20,047, and the median salary was $21,057. The highest mean and median salaries were for those earning the AAS degree (mean = $21,227; median = $24,000).

Salaries of 1990-91 survey respondents by job category are presented in Table 18. The highest mean and median salaries were earned in the job category of nurse (mean = $27,164; median = $26,123). The lowest mean and median salaries were earned in the category of sales clerk (mean = $4,507; median = $5,000). Job categories with mean salaries exceeding $20,000 were nurse ($27,164), electronics worker ($24,300), computer programmer ($24,000), and respiratory technician ($24,000).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned much higher salaries than those with unrelated jobs. The mean salary for those with full-time, related jobs was approxi-

mately $3,000 higher than the mean salary for those with full-time, unrelated jobs, and the median salary was approximately $4,000 higher. The mean and median salaries for those with part-time, related jobs were approximately $3,000 higher than the mean and median salaries for those with part-time, unrelated jobs.

A slight correlation between job satisfaction and salary was evident for 1990-91 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

For the most part, female graduate survey respondents earned higher salaries than male respondents (see Table 20). Both the mean and median salaries for females were approximately $3,000 higher than those for males. The lowest salary was earned by a male and the highest by a female.

Black respondents earned higher salaries than white respondents (see Table 20). The mean and median salaries for blacks were approximately $10,000 higher than those for whites. Other minority respondents also earned higher salaries than whites. The mean and median salaries for these respondents was approximately $3,000 higher than the salaries for whites. These figures may be misleading, however, because of the small number of black and other minority respondents. Of the 71 respondents reporting salary, only 4 were black, and only one was another minority other than black.

Generally, as might be expected, older respondents earned higher salaries than younger ones (see Table 20). The highest mean and median salaries were earned by the oldest respondent, and the lowest were earned by the youngest respondent. The next highest mean and median salaries were earned in the age bracket 35 to 45, and the next lowest in the age bracket 22 to 25.

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-78 through 1990-91.

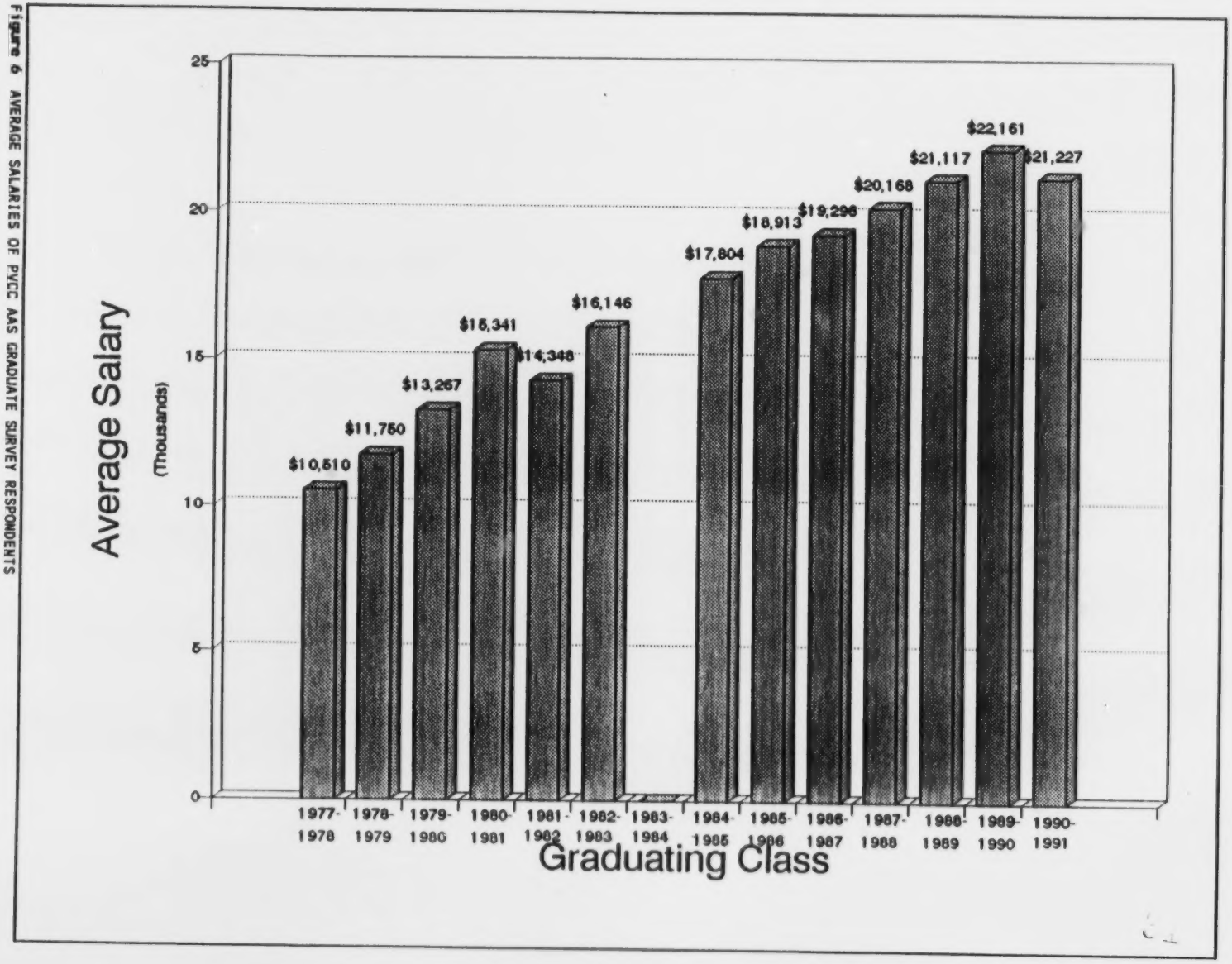

Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS

AAS graduate survey respondents of the class of 1990-91 earned a mean salary 4.2% lower than that of their counterparts of the class of 1989-90. This reverses a ten-year trend of each graduating class earning higher salaries than the preceding class, and is probably a direct result of the national, state, and local recession. Each of the three classes graduating prior to 1990-91 earned a 4% to 5% increase over the class immediately preceding it.

FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number typically transfer to the University of Virginia (UVa). With the advent of the joint adult degree program in 1984-85 between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University (JMU).

Figure 7 shows to which schools 1990-91 graduate survey respondents transferred.

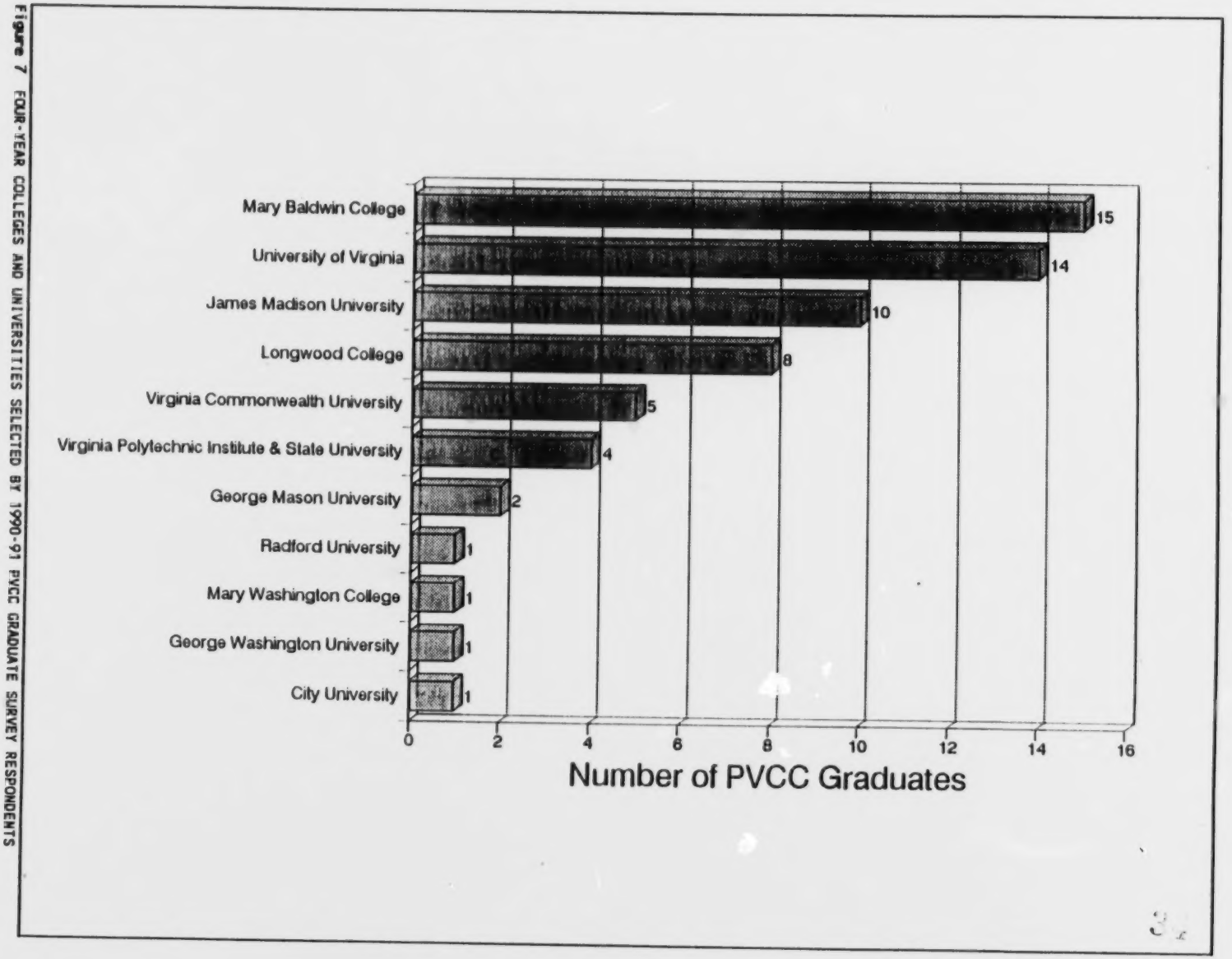

Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS

Although the University of Virginia, Mary Baldwin College, and James Madison University were the top three selections for 1990-91 graduate survey respondents, for only the second time in recent years, Mary Baldwin College was selected by the largest number of respondents.[3] Eight respondents also transferred to Longwood College, the most to do so from any PVCC graduating class.

For the most part, the institutions to which the survey respondents transferred were their first choices. Most of the respondents (50 or 83.3%) indicated the school they were attending was their first choice. Eight (13.3%) indicated the school was their second choice, and 2 (3.3%) indicated it was their third choice.

Most graduates studied full-time at the colleges or universities to which they transferred (88.3%). Seven respondents (11.7%) studied part-time, and of these, all but one were enrolled at Mary Baldwin College.

Like 1989-90 survey respondents who continued their education at 4-year schools, 65% of whom were women, most 1990-91 survey respondents were women (61.3%). All but 3 respondents were white. Two of the 3 were Hispanic and the other was Black.. In terms of age, one-half of all respondents were between 22 and 25. Of the remainder, 6 (10%) were between 18 and 22 years of age, 18 (30%) were between 25 and 35, 5 (8.3%) were between 35 and 45, and 1 (1.7%) was 45 years of age or older.

Nearly two-thirds of the respondents received the AS degree at PVCC (60.1%); nearly one-quarter received the AA degree (24.6%); of the remainder, 8 (13.1%)

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[3]More 1986-1987 survey respondents transferred to Mary Baldwin College (9) than to the University of Virginia (8) or James Madison University (5).

received the AAS degree and 1 (1.6%) received a certificate. The academic programs at PVCC in which these respondents enrolled were Business Administration (n=23; 37.7%), Liberal Arts (n=14; 22.9%), Education (n=6; 9.8%), General Studies (n=4; 6.6%), Science (n=4; 6.6%), Accounting (n=3; 4.9%), Management (n=2; 3.3%), Clerical Studies (n=1; 1.6%), Computer Information Systems (n=1; 1.6%), Fine Arts (n=1; 1.6%), Nursing (n=1; 1.6%), and Office Systems Technology (n=1; 1.6%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. As has usually been the case with PVCC graduates transferring to senior institutions, the most popular major selected was Business Administration (29%). Following Business Administration was English (14.6%), and then Accounting (8.1%).. Fields of study by four-year institution are presented in Table 21.

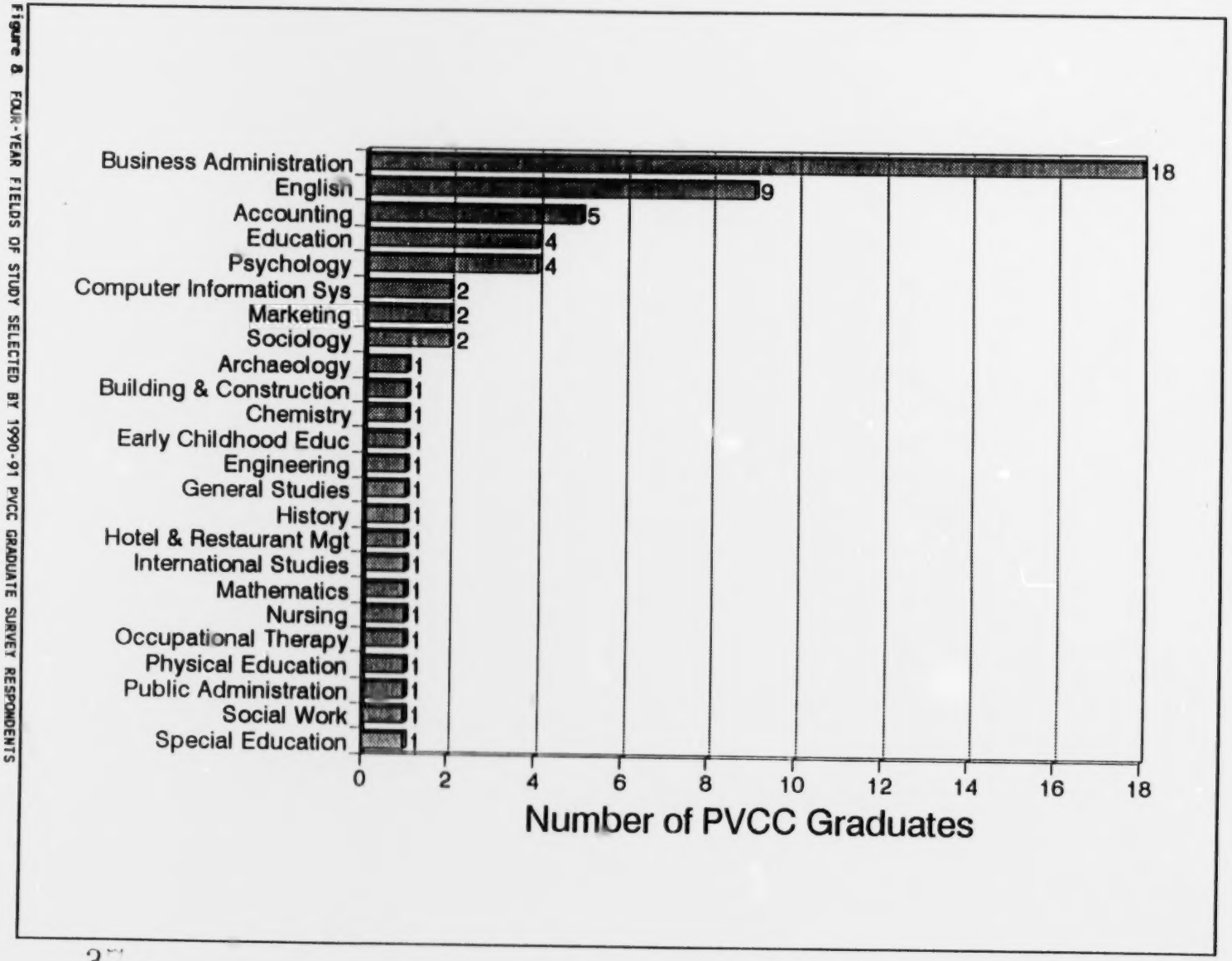

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS

Most respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. However, 8 respondents noted that although their PVCC credits did transfer as expected, a number of PVCC credits were not accepted by the senior institution. The actual number of credits rejected by senior institutions ranged from 1 to 98. Three of the respondents were attending James Madison University, 2 the University of Virginia, and one each Longwood College and Mary Baldwin College. Three of these respondents were majoring in Business Administration, and one each in Accounting, Childhood Education, Engineering, Psychology, and Sociology. As has happened with previous graduating classes, a number of respondents also noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Academically, most survey respondents seemed to be performing fairly well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 2.894. The lowest GPA reported was 1.500 and the highest was 4.000. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was the Mary Baldwin College (3.263), and the institution with the lowest James Madison University (2.375). Respondents at 7 institutions--Mary Baldwin, Mary Washington College, Longwood College, the University of Virginia, Virginia Commonwealth University, George Washington University, and Radford University--had average GPA's over 3.000.

In fields of study with more than one respondent, the following GPA's were reported: Accounting--2.880; Business Administration--2.830; Computer Information Systems--2.940; Education--3.536; English--3.310; Marketing--2.750; and Psychology--2.579.

As has typically been the case, females earned higher grade point averages than males (see Table 24). The mean female GPA was 2.936 and the mean male GPA was 2.806. Of the 3 minority respondents, 2 reported GPA's. Both were higher than the mean GPA for white respondents. The mean GPA for whites was 2.893; one minority respondent, a Black, reported a GPA of 3.000, and the other, an Hispanic, reported a GPA of 2.900. Because only 2 minority respondents reported GPA, it is difficult to draw any meaningful conclusions with respect to race and grades.

With respect to age and academic performance, older respondents generally performed better than younger respondents. The average GPA of respondents 21 years of age and younger was 2.684; the average GPA of respondents between 22 and 25 years of age was 2.830; the average GPA of respondents between 25 and 35 was 3.060; the average GPA of respondents between 35 and 45 was 3.065; and the average GPA of the one respondent between 45 and 60 years of age was 4.000.

Academically, as measured by GPA, 1990-91 survey respondents performed slightly better than 1989-90 respondents but not as well as classes previous to that. The average GPA of 1989-90 survey respondents was 2.883, that of 1988-89 respondents was 3.195, that of 1987-88 respondents was 3.190, and that of 1986-87 respondents was 3.210.

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. A number return to community colleges or other educational institutions. Seven 1990-91 survey respondents indicated they had continued their education at community colleges, and all but one had re-enrolled at PVCC. Five of the 7--all at PVCC-- were studying part-time, and the programs in which the 7 respondents were enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the majority of 1990-91 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by over 30% of all respondents, and good by nearly 60%. Slightly over 10% felt their academic preparation was fair, and none felt it was poor.

These evaluations are broken down by degree and academic program in Table 26. Respondents earning college transfer degrees (AA or AS) mirrored the overall findings, with over one-third rating PVCC's academic preparation as excellent, over one-half rating it as good, and less than 10% rating it as fair. Of the 11 respondents earning the AAS degree, one each (9.1%) rated PVCC as excellent or fair, and the remainder (81.8%) rating it as good. Of the 5 respondents earning certificates, one each (20%) rated their academic preparation at PVCC as excellent or good, and the

remainder rated it as fair (60%).

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. The only institutions attended by more than one PVCC graduate at which half or more of the respondents rated their PVCC academic preparation as excellent were Longwood College (57.1%) and Virginia Polytechnic Institute (50%). However, with only a few exceptions, all respondents rated their academic preparation as *either* excellent or good. Senior institutions at which respondents (in each case, one) rated their PVCC preparation as fair were Virginia Polytechnic Institute (25%), Virginia Commonwealth University (20%), James Madison University (10%), the University of Virginia (7.7%), and Mary Baldwin College (6.7%).

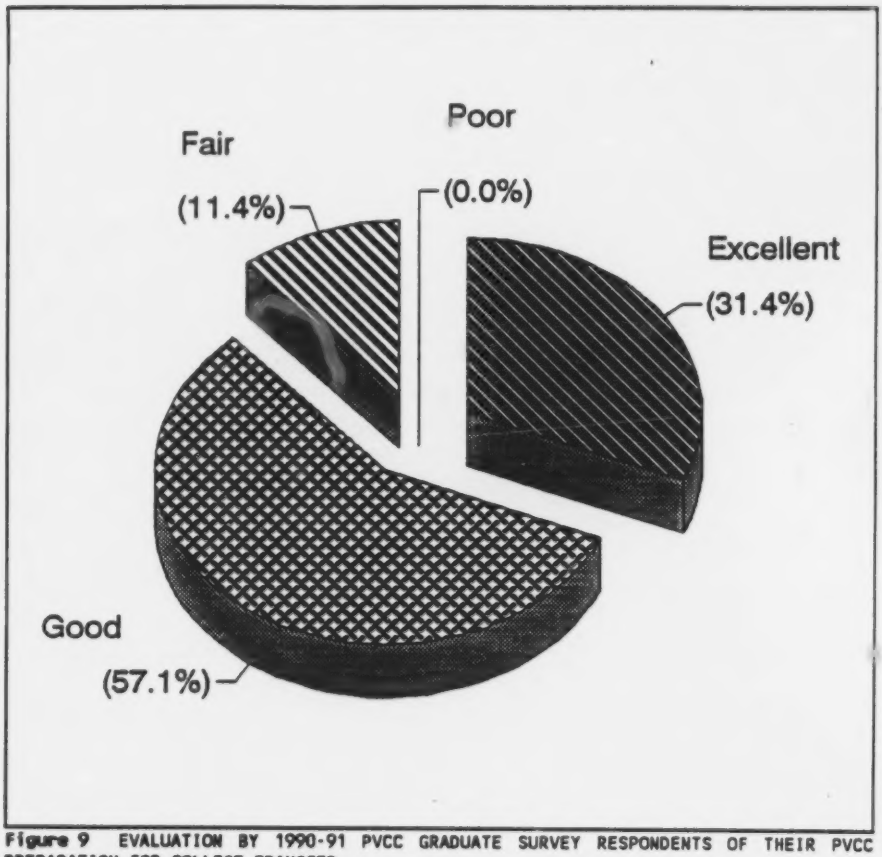

Figure 9 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were Archaeology (n=1; 100%), Hotel and Restaurant Management (n=1; 100%), International Studies (n=1; 100%), Social Work (n=1; 100%), Education (n=4; 75%), English (n=7; 57.1%), Computer Information Systems (n=2; 50%), and Marketing (n=2; 50%). Programs in which half or more of the respondents rated their preparation as only fair were Building and Construction (n=1; 100%), Early Childhood Education (n=1; 100%), Engineering (n=1; 100%), and General Studies (n=1; 100%).

These evaluations were similar to those of 1989-90 graduates, the only difference being that slightly more 1990-91 respondents rated their PVCC preparation as fair and slightly less as good. However, as can be seen in Table 29, graduate survey respondents have for the most part been quite pleased with the academic preparation they received from PVCC.

As can be seen in Figure 10, most respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Forty percent felt they were better prepared, and 45.5% that they were about as well prepared, as "native" students. Fourteen and one-half percent felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30. Over one-half of the AA graduates felt they were better prepared, but one-third felt they were less prepared. AS graduates were less divergent in their response.

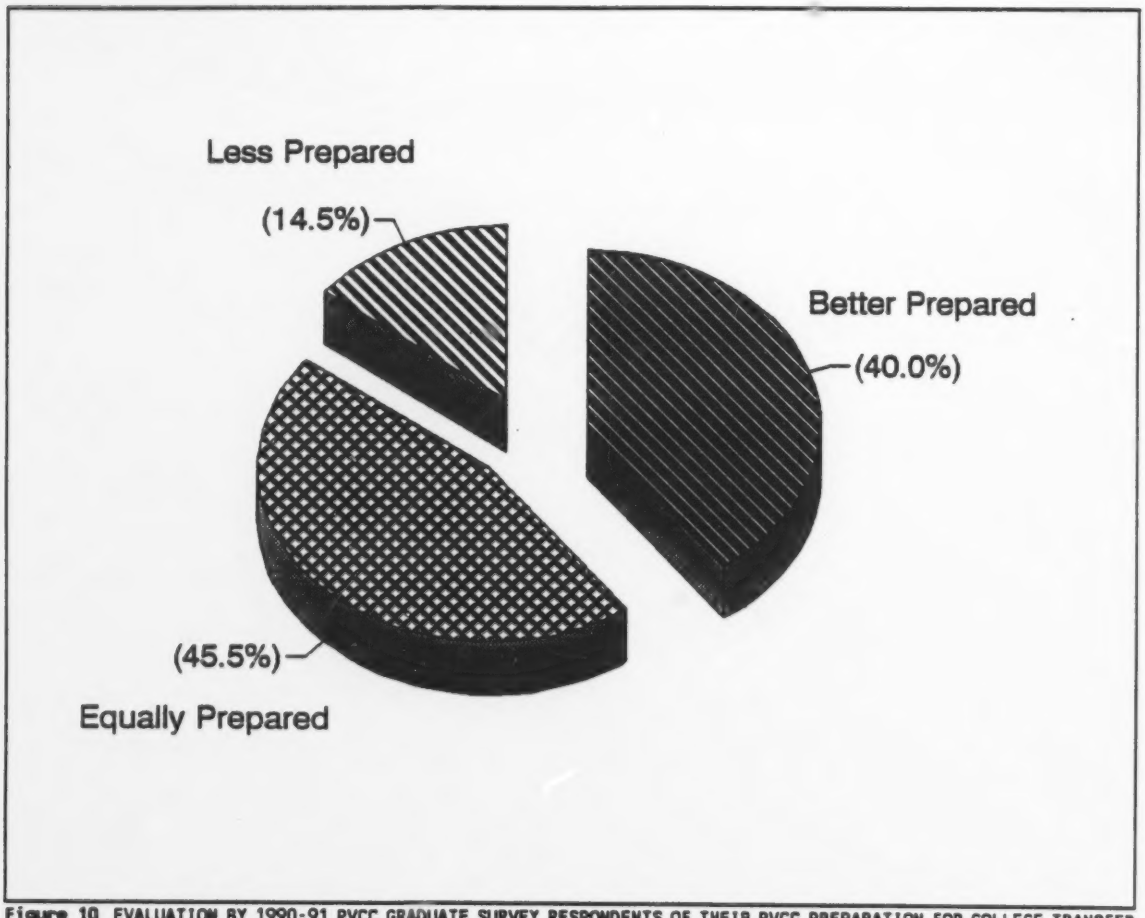

Figure 10 EVALUATION BY 1990-91 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

Nearly one-third (31.4%) felt better prepared and 60% felt equally prepared. One-half of the AAS graduates felt better prepared than "native" students and one-half felt about as well prepared. The only certificate graduate responding to this item felt better prepared than "native" students.

PVCC programs with more than one respondent in which one-half or more of the respondents felt better prepared than "native" students were Education (n=5; 60%), Liberal Arts (n=14; 50%), Accounting (n=2; 50%), and Management (n=2;

50%). In none of the PVCC programs did one-half or more of the respondents feel less prepared.

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. Senior institutions in which one-half or more of the respondents felt better prepared than "native" students were Mary Washington College (n=1; 100%), Longwood College (n=8; 75%), Virginia Polytechnic Institute (n=4; 75%), and George Mason University (n=2; 50%). George Mason University was the only institution in which one-half or more of the respondents felt less prepared (n=2; 50%).

Four-year fields of study in which one-half or more of the respondents felt better prepared academically than students beginning as freshmen were Building and Construction (n=1; 100%), Chemistry (n=1; 100%), Hotel and Restaurant Management (n=1; 100%), Physical Education (n=1; 100%), Special Education (n=1; 100%), English (n=9; 77.8%), Psychology (n=4; 50%), and Computer Information Systems (n=2; 50%). In 3 four-year majors one-half or more of the respondents felt less prepared than "native" students. These were Early Childhood Education (n=1; 100%), Engineering (n=1; 100%), History (n=1; 100%); and Marketing (n=2; 50%).

As can be seen in Table 33, 1989-90 AA/AS graduate survey respondents responded to this question in a manner similar to previous survey respondents. While as slightly higher percentage of 1990-91 respondents than 1989-90 respondents felt better prepared academically, a slightly higher percentage also felt less prepared.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, approximately three-quarters of the survey respondents felt the quality was the same at both institutions (see Table 34). Slightly less than 10% felt PVCC offered better quality instruction, and slightly less than 15% felt the four-year college offered better quality instruction. These percentages are similar to those of previous graduating classes (see Table 35).

With respect to the strictness of grading practices, nearly one-half of the respondents (49.1%) felt that PVCC had the same grading practices as the four-year schools to which the respondents transferred did (see Table 36). A slightly smaller percentage (47.2%) felt that PVCC had less strict grading practices, and the remainder (3.8%) felt that PVCC had stricter grading practices.

As can be seen in Table 37, these evaluations are different from those of many previous PVCC graduating classes. A larger percentage of 1990-91 respondents than of 1989-90 or 1988-89 respondents felt that PVCC graded less strictly, and a smaller percentage felt that both colleges were the same. The opposite is true when comparing 1990-91 respondents to respondents from the classes 1984-85 through 1987-88. A smaller percentage of 1990-91 respondents felt that PVCC graded less strictly, and a larger percentage felt the two colleges were the same.

With respect to student competitiveness, over three-quarters of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred (76.5%), and less than one-fifth (17.6%) thought both schools

were equally competitive (see Table 38). Only 3 respondents (5.9%) believed that PVCC was more competitive.

A larger percentage of previous graduate survey respondents have usually believed that PVCC was less competitive, and a smaller percentage have believed that both institutions were the same. The percentage of 1990-91 college transfer respondents feeling that PVCC was less competitive than their transfer institutions was the highest in 10 years, and the percentage believing both colleges were the same was the lowest ever.

While, generally, survey respondents have believed that students are less competitive at PVCC than at four-year colleges or universities, they have also felt that PVCC faculty and staff are friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, nearly two-thirds of the 1990-91 graduate survey respondents felt PVCC faculty and staff were friendlier (61.8%), and most of the remainder felt that faculty and staff friendliness was the same at PVCC and the four-year school to which they transferred (36.4%). Only one respondent felt that four-year faculty and staff were friendlier. The majority of respondents at 4 schools--Radford University (n=1; 100%), University of Virginia (n=14; 64.3%), Virginia Polytechnic Institute (n=4; 50%), and George Mason University (n=2; 50%)--felt PVCC faculty and staff were friendlier. At the remaining schools, the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by AA/AS respondents of the previous 10 graduating classes at PVCC. As can be seen, the

percentage of 1990-91 respondents feeling that PVCC faculty and staff are more friendly was the lowest ever, and the percentage feeling that both colleges are the same was the highest ever.

Slightly under 50% of the 1990-91 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Slightly over 40% felt that individual attention is the same at both institutions, and less than 10% felt that less attention is paid to students at PVCC (see Table 42). Respondents transferring to 5 senior institutions felt PVCC paid more attention to students. These were George Mason University (n=2; 100%), Radford University (n=1; 100%), Virginia Commonwealth University (n=5; 80%), University of Virginia (n=14; 78.6%), and James Madison University (n=10; 60%). There were no senior institutions at which the majority of respondents felt PVCC paid less attention to students.

As was the case with respect to faculty and staff friendliness, the evaluation by 1990-1991 AA and AS graduate survey respondents of individual student attention was lower than that of previous graduating classes. Although, as can be seen in Table 43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools, the percentage of 1990-91 respondents believing PVCC shows more attention to students was the lowest ever.

Most 1990-91 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and

Co-op. Respondents were also provided the opportunity to list other college transfer services.

The majority of respondents rated all services as either excellent or good. The majority of respondents rated as excellent services provided by faculty. "OTHER" services listed by respondents, all of whom rated these as excellent, were the names of individual counselors (2), financial aid, and the academic computing lab.

CONCLUSIONS

Major findings of this study included:

1. Most 1990-91 PVCC graduate survey respondents found meaningful and satisfying employment. Nearly 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (29%) or satisfied (57%) with their current jobs, but less planned to pursue these jobs as long-range careers than did not.

2. Jobs held by survey respondents included nurse (26.1%), secretary (15.2%), accountant (5.4%), sales clerk (5.4%), and business manager (4.3%).

3. The mean, or average, annual salary earned by 1990-91 graduate survey respondents was $19,373, and the median, or midpoint, salary was $20,172.

The highest salary reported was $43,000 and the lowest $1,200. The distribution of salaries was fairly normal, with 32.4% of all respondents earning less than $15,000, 35.2% earning between $15,000 and $25,000, and 32.4% earning $25,000 or more. The mean and median salaries for females were higher than those for males, and minority respondents earned higher salaries than white respondents. Generally, older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (26.8%) or good (68.3%) academic preparation for jobs. Three respondents (3.7%) believed PVCC provided fair academic preparation, and only one (1.2%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better (46.2%) or equally (50%) prepared in comparison to other new employees within the same career fields. Only 3.8% felt they were not as well prepared.

6. More 1990-91 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Nearly as many respondents transferred to the University of Virginia, and a large number also transferred to James Madison University

and Longwood College. The most popular fields of study at four-year institutions were business related (business administration, accounting, etc.).

7. Most 1990-91 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 2.894. The lowest GPA reported was 1.500 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (31.4%) or good (57.1%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (40%) or equally (45.5%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

TABLES

TABLE 1: Number of 1990-91 PVCC Graduates and Graduate Survey Respondents By Demographic Characteristics

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	95	42	44.2%
Female	145	88	60.7%
RACE			
White	219	121	55.3%
Black	15	5	33.3%
Asian	3	2	66.7%
Hispanic	3	2	66.7%
Other	0	0	--
AGE			
Under 18	0	0	--
18-21	13	7	53.8%
22-24	87	46	52.9%
25-34	90	50	55.6%
35-44	38	21	55.3%
45-59	9	5	55.6%
60 & Over	3	1	33.3%
RESIDENCE			
Albemarle	95	52	54.7%
Buckingham	6	4	66.7%
Fluvanna	11	6	54.5%
Greene	17	14	82.4%
Louisa	3	2	66.7%
Nelson	4	1	25.0%
Charlottesville	72	35	48.6%
TOTAL-IN-DISTRICT	208	114	54.8%
Out-of-District	30	16	53.3%
Out-of-State	2	0	0.0%
TOTAL	240	130	54.2%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

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TABLE 2: Number of 1990-91 PVCC Graduate Awards and Graduate Survey Respondent Awards by Program Enrollment and Degree

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Fine Arts	5	3	60.0%
Liberal Arts	20	15	75.0%
A.A. DEGREE	25	18	72.0%
Business Administration	46	28	60.9%
Education	10	6	60.0%
General Studies	28	15	53.6%
Science	12	6	50.0%
A.S. DEGREE	96	55	57.3%
Accounting	12	9	75.0%
Computer Information Sys	10	2	20.0%
Draft & Design	1	0	0.0%
Electronics	8	2	25.0%
Management	10	6	60.0%
Marketing	4	2	50.0%
Nursing	42	22	52.4%
Office Systems Tech.	5	2	40.0%
Police Science	7	5	71.4%
Respiratory Therapy	4	2	50.0%
A.A.S. DEGREE	103	52	50.5%
Career Studies	17	8	47.1%
Clerical Studies	1	1	100.0%
Law Enforcement	1	1	100.0%
CERTIFICATE	19	10	52.6%
TOTAL	243	135	55.6%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 3: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Degree and Program

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	1	33.3%	1	33.3%	0	0.0%	1	33.3%	0	0.0%	0	0.0%
Liberal Arts	0	0.0%	2	14.3%	1	7.1%	2	14.3%	1	7.1%	8	57.1%
A.A. DEGREE	1	5.9%	3	17.6%	1	5.9%	3	17.6%	1	5.9%	8	47.1%
Business Administration	4	15.4%	2	7.7%	3	11.5%	3	11.5%	2	3.8%	13	50.0%
Education	0	0.0%	1	16.7%	1	16.7%	1	16.7%	0	0.0%	3	50.0%
General Studies	2	14.3%	5	35.7%	0	0.0%	6	42.9%	1	0.0%	1	7.1%
Science	0	0.0%	1	16.7%	0	0.0%	4	66.7%	0	0.0%	1	16.7%
A.S. DEGREE	6	11.5%	9	17.3%	4	7.7%	14	26.9%	3	1.9%	18	34.6%
Accounting	3	37.5%	2	25.0%	3	37.5%	0	0.0%	1	0.0%	0	0.0%
Computer Information Sys	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
Draft & Design	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	3	50.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%	1	16.7%
Marketing	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%
Nursing	20	95.2%	0	0.0%	1	4.8%	0	0.0%	1	0.0%	0	0.0%
Office Systems Tech.	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	25.0%	3	75.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
Respiratory Therapy	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	35	72.9%	6	12.5%	5	10.4%	1	2.1%	4	0.0%	1	2.1%
Career Studies												
Business & Management	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Child Care	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Clerical Studies	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	8	1.6%	27	21.8%

Note that percentage figures are by row (program).

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TABLE 4: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Degree

YEAR/DEGREE	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	0.0%	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984	(A follow-up survey was not conducted for the class of 1983-1984)											
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-1989												
AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
Diploma/Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-1990												
AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
Diploma/Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%
1990-1991												
AA/AS	7	10.3%	12	17.6%	5	7.4%	17	25.0%	1	1.5%	26	38.2%
AAS	35	71.4%	6	12.2%	5	10.2%	1	2.0%	1	2.0%	1	2.0%
Diploma/Certificate	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	2	1.6%	27	21.8%

Note that percentage figures are by row (award).

TABLE 5: Employment Status of 1990-91 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	4	80.0%	0	0.0%	1	20.0%	0	0.0%
Business Manager	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Child Care Worker	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Data Entry Operator	0	0.0%	1	33.3%	0	0.0%	2	66.7%
Educator	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Electronics Worker	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	21	87.5%	1	4.2%	1	4.2%	1	4.2%
Respiratory Technician	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	1	20.0%	1	20.0%	3	60.0%
Secretary	5	35.7%	3	21.4%	2	14.3%	4	28.6%
Typist	0	0.0%	1	100.0%	0	0.0%	0	0.0%
OTHER	7	26.9%	10	38.5%	2	7.7%	7	26.9%
TOTAL	45	47.9%	21	22.3%	10	10.6%	18	19.1%

Note that percentage figures are by row (job category).

TABLE 6: When Current Jobs Were Obtained by PVCC Graduate Survey Respondents

YEAR/DEGREE	Before attending PVCC No.	Before attending PVCC Pct.	While attending PVCC No.	While attending PVCC Pct.	After attending PVCC No.	After attending PVCC Pct.
1981-1982						
(AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983						
(AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-1989						
AA/AS	10	38.5%	6	23.1%	10	38.5%
AAS	11	23.4%	17	36.2%	19	40.4%
Diploma/Certificate	10	47.6%	5	23.8%	6	28.6%
TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-1990						
AA/AS	10	33.3%	12	40.0%	8	26.7%
AAS	7	14.9%	23	48.9%	17	36.2%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%
TOTAL	18	22.2%	37	45.7%	26	32.1%
1990-1991						
AA/AS	15	37.5%	12	30.0%	13	32.5%
AAS	6	12.8%	24	51.1%	17	36.2%
Diploma/Certificate	3	42.9%	3	42.9%	1	14.3%
TOTAL	24	25.5%	39	41.5%	31	33.0%

Note that percentage figures are by row (award).

TABLE 7: Satisfaction of PVCC Graduate Survey Respondents with their Current Jobs

YEAR/DEGREE	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
1981-1982								
AA/AS			(not available)					
AAS	14	21.5%	42	64.6%	9	13.8%	0	0.0%
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	0.0%
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	0.0%
1982-1983								
AA/AS			(not available)					
AAS	21	31.3%	39	58.2%	7	10.4%	0	0.0%
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	0.0%
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	0.0%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989								
AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
Diploma/Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990								
AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%
1990-1991								
AA/AS	11	27.5%	23	57.5%	6	15.0%	0	0.0%
AAS	13	28.3%	28	60.9%	5	10.9%	0	0.0%
Diploma/Certificate	3	42.9%	2	28.6%	2	28.6%	0	0.0%
TOTAL	27	29.0%	53	57.0%	13	14.0%	0	0.0%

Note that percentage figures are by row (award).

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TABLE 8: Job Satisfaction of 1990-91 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Very Satisfied No.	Very Satisfied Pct.	Satisfied No.	Satisfied Pct.	Not Very Satisfied No.	Not Very Satisfied Pct.	Dissatisfied No.	Dissatisfied Pct.
Accountant	1	20.0%	3	60.0%	1	20.0%	0	0.0%
Business Manager	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Child Care Worker	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Data Entry Operator	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Educator	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	7	29.2%	16	66.7%	1	4.2%	0	0.0%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	4	80.0%	1	20.0%	0	0.0%
Secretary	6	42.9%	7	50.0%	1	7.1%	0	0.0%
Typist	0	0.0%	1	100.0%	0	0.0%	0	0.0%
OTHER	7	28.0%	12	48.0%	6	24.0%	0	0.0%
TOTAL	27	29.3%	52	56.5%	13	14.1%	0	0.0%

Note that percentage figures are by row (job category).

TABLE 9: Intention of PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

YEAR/DEGREE	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	0.0%
AAS	26	63.4%	15	36.6%	0	0.0%
Diploma/Certificate	14	77.8%	3	16.7%	1	5.6%
TOTAL	52	59.1%	35	39.8%	1	1.1%
1988-1989						
AA/AS	6	23.1%	11	42.3%	9	34.6%
AAS	32	69.6%	6	13.0%	8	17.4%
Diploma/Certificate	14	66.7%	1	4.8%	6	28.6%
TOTAL	52	55.9%	18	19.4%	23	24.7%
1989-1990						
AA/AS	9	29.0%	17	54.8%	5	16.1%
AAS	27	57.4%	8	17.0%	12	25.5%
Diploma/Certificate	2	50.0%	1	25.0%	1	25.0%
TOTAL	38	46.3%	26	31.7%	18	22.0%
1990-1991						
AA/AS	7	17.1%	26	63.4%	8	19.5%
AAS	27	58.7%	9	19.6%	10	21.7%
Diploma/Certificate	2	28.6%	2	28.6%	3	42.9%
TOTAL	36	38.3%	37	39.4%	21	22.3%

Note that percentage figures are by row (award).

TABLE 10: Intention of 1990-91 PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

JOB CATEGORY	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
Accountant	3	60.0%	1	20.0%	1	20.0%
Business Manager	2	50.0%	0	0.0%	2	50.0%
Child Care Worker	0	0.0%	2	100.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	2	100.0%	0	0.0%
Data Entry Operator	0	0.0%	2	66.7%	1	33.3%
Educator	0	0.0%	0	0.0%	2	100.0%
Electronics Worker	1	50.0%	1	50.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%
Nurse	19	79.2%	1	4.2%	4	16.7%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%
Sales Clerk	0	0.0%	5	100.0%	0	0.0%
Secretary	1	7.1%	11	78.6%	2	14.3%
Typist	0	0.0%	0	0.0%	1	100.0%
OTHER	7	28.0%	10	40.0%	8	32.0%
TOTAL	36	38.7%	36	38.7%	21	22.6%

Note that percentage figures are by row (job category).

TABLE 11: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Academic Program

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Fine Arts	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Liberal Arts	1	16.7%	4	66.7%	1	16.7%	0	0.0%
A.A. DEGREE	2	25.0%	5	62.5%	1	12.5%	0	0.0%
Business Administration	3	33.3%	5	55.6%	1	11.1%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
General Studies	3	25.0%	9	75.0%	0	0.0%	0	0.0%
Science	0	0.0%	3	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	7	28.0%	17	68.0%	1	4.0%	0	0.0%
Accounting	2	33.3%	3	0.0%	0	0.0%	1	16.7%
Computer Information Sys	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Draft & Design	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Management	1	20.0%	4	80.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Nursing	8	38.1%	12	57.1%	1	4.8%	0	0.0%
Office Systems Tech.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Respiratory Therapy	1	50.0%	1	50.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	12	26.7%	31	68.9%	1	2.2%	1	2.2%
Career Studies								
Business & Management	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Child Care	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	1	25.0%	3	75.0%	0	0.0%	0	0.0%
TOTAL	22	26.8%	56	68.3%	3	3.7%	1	1.2%

Note that percentage figures are by row (program).

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TABLE 12: Evaluation by PVCC Graduate Survey Respondents of their Academic Preparation by PVCC for Employment

YEAR/DEGREE	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
1981-1982								
AA/AS			(not available)					
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS			(not available)					
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-1989								
AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Diploma/Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-1990								
AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
Diploma/Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%
1990-1991								
AA/AS	9	27.3%	22	66.7%	2	6.1%	0	0.0%
AAS	12	26.7%	31	68.9%	1	2.2%	1	2.2%
Diploma/Certificate	1	25.0%	3	75.0%	0	0.0%	0	0.0%
TOTAL	22	26.8%	56	68.3%	3	3.7%	1	1.2%

Note that percentage figures are by row (award).

TABLE 13: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Employment Status and Job Satisfaction

CATEGORY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
EMPLOYMENT STATUS								
Full-Time, Related	15	34.1%	28	63.6%	1	2.3%	0	0.0%
Full-Time, Unrelated	2	14.3%	12	85.7%	0	0.0%	0	0.0%
Part-Time, Related	2	22.2%	6	66.7%	0	0.0%	1	11.1%
Part-Time, Unrelated	2	15.4%	9	69.2%	2	15.4%	0	0.0%
JOB SATISFACTION								
Very Satisfied	12	48.0%	13	52.0%	0	0.0%	0	0.0%
Satisfied	9	20.0%	33	73.3%	2	4.4%	1	2.2%
Not Very Satisfied	0	0.0%	7	87.5%	1	12.5%	0	0.0%
Dissatisfied	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (category).

TABLE 14: Academic Preparation of 1990-91 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Academic Program

PROGRAM	Better Prepared No.	Pct.	About As Well Prepared No.	Pct.	Not As Well Prepared No.	Pct.
Fine Arts	1	50.0%	1	50.0%	0	0.0%
Liberal Arts	3	60.0%	2	40.0%	0	0.0%
A.A. DEGREE	4	57.1%	3	42.9%	0	0.0%
Business Administration	5	55.6%	3	33.3%	1	11.1%
Education	0	0.0%	2	100.0%	0	0.0%
General Studies	5	50.0%	5	50.0%	0	0.0%
Science	1	33.3%	2	66.7%	0	0.0%
A.S. DEGREE	11	45.8%	12	50.0%	1	4.2%
Accounting	3	60.0%	2	40.0%	0	0.0%
Computer Information Sys	0	0.0%	1	100.0%	0	0.0%
Draft & Design	0	0.0%	0	0.0%	0	0.0%
Electronics	2	100.0%	0	0.0%	0	0.0%
Management	1	20.0%	4	80.0%	0	0.0%
Marketing	2	100.0%	0	0.0%	0	0.0%
Nursing	9	45.0%	9	45.0%	2	10.0%
Office Systems Tech.	2	100.0%	0	0.0%	0	0.0%
Police Science	1	50.0%	1	50.0%	0	0.0%
Respiratory Therapy	1	50.0%	1	50.0%	0	0.0%
A.A.S. DEGREE	21	51.2%	18	43.9%	2	4.9%
Career Studies						
Business & Management	0	0.0%	3	100.0%	0	0.0%
Child Care	0	0.0%	2	100.0%	0	0.0%
Clerical Studies	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	6	100.0%	0	0.0%
TOTAL	36	46.2%	39	50.0%	3	3.8%

Note that percentage figures are by row (program).

TABLE 15: Academic Preparation of 1990-91 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Job Category

JOB CATEGORY	Better Prepared No.	Pct.	About As Well Prepared No.	Pct.	Not As Well Prepared No.	Pct.
Accountant	3	75.0%	1	25.0%	0	0.0%
Business Manager	1	33.3%	2	66.7%	0	0.0%
Child Care Worker	0	0.0%	2	100.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%
Construction Worker	2	100.0%	0	0.0%	0	0.0%
Data Entry Operator	2	100.0%	0	0.0%	0	0.0%
Educator	0	0.0%	1	100.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%
Nurse	10	47.6%	9	42.9%	2	9.5%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%
Sales Clerk	3	75.0%	1	25.0%	0	0.0%
Secretary	4	33.3%	8	66.7%	0	0.0%
Typist	0	0.0%	1	100.0%	0	0.0%
OTHER	8	40.0%	11	55.0%	1	5.0%
TOTAL	36	46.8%	38	49.4%	3	3.9%

Note that percentage figures are by row (job category).

TABLE 16: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Career Assistance Services at the College

SERVICE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Student Services	9	20.9%	21	48.8%	10	23.3%	3	7.0%
Academic Program	23	34.8%	35	53.0%	6	9.1%	2	3.0%
Faculty	26	37.1%	38	54.3%	5	7.1%	1	1.4%
Co-operative Education	8	34.8%	9	39.1%	3	13.0%	3	13.0%
OTHER	1	50.0%	0	0.0%	0	0.0%	1	50.0%

Note that percentage figures are by row (service).

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TABLE 17: Salaries of 1990-91 PVCC Graduates Survey Respondents by Academic Degree and Program

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Fine Arts	3	$13,007	$15,500	$2,522	$21,000
Liberal Arts	2	$8,500	$8,500	$7,000	$10,000
A.A. DEGREE	5	$11,204	$10,000	$2,522	$21,000
Business Administration	8	$19,672	$16,750	$6,000	$40,000
Education	1	$8,000	$8,000	$8,000	$8,000
General Studies	10	$19,305	$15,827	$6,000	$43,000
Science	2	$5,850	$5,850	$1,200	$10,500
A.S. DEGREE	21	$17,625	$13,000	$1,200	$43,000
Accounting	6	$17,919	$18,410	$10,000	$25,191
Computer Information Sys	1	$24,000	$24,000	$24,000	$24,000
Electronics	2	$21,320	$21,320	$17,639	$25,000
Management	4	$15,474	$16,006	$9,884	$20,000
Marketing	2	$10,000	$10,000	$5,000	$15,000
Nursing	19	$25,655	$26,100	$17,335	$33,500
Office Systems Tech.	2	$17,466	$17,466	$14,760	$20,172
Police Science	3	$15,547	$16,000	$14,000	$16,640
Respiratory Therapy	1	$24,000	$24,000	$24,000	$24,000
A.A.S. DEGREE	40	$21,227	$24,000	$5,000	$33,500
Career Studies					
Business & Management	3	$21,245	$21,078	$21,057	$21,600
Child Care	2	$18,250	$18,250	$17,500	$19,000
CERTIFICATE	5	$20,047	$21,057	$17,500	$21,600
TOTAL	71	$19,373	$20,172	$1,200	$43,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: Salaries of 1990-91 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	4	$19,094	$21,277	$10,000	$23,820
Business Manager	4	$18,580	$18,859	$15,000	$21,600
Child Care Worker	1	$7,000	$7,000	$7,000	$7,000
Computer Programmer	1	$24,000	$24,000	$24,000	$24,000
Construction Worker	2	$16,500	$16,500	$8,000	$25,000
Data Entry Operator	1	$10,000	$10,000	$10,000	$10,000
Electronics Worker	2	$24,300	$24,300	$23,600	$25,000
Engineering Technician	1	$17,639	$17,639	$17,639	$17,639
Nurse	21	$27,164	$26,123	$17,335	$43,000
Respiratory Technician	1	$24,000	$24,000	$24,000	$24,000
Sales Clerk	3	$4,507	$5,000	$2,522	$6,000
Secretary	12	$13,189	$13,556	$6,000	$20,172
Typist	1	$19,000	$19,000	$19,000	$19,000
OTHER	17	$17,605	$16,000	$1,200	$35,000
TOTAL	71	$19,373	$20,172	$1,200	$43,000

TABLE 19: Salaries of 1990-91 PVCC Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	35	$23,580	$24,000	$14,400	$35,000
Full-Time, Unrelated	16	$20,369	$20,000	$8,300	$35,000
Part-Time, Related	6	$13,997	$12,552	$8,000	$20,000
Part-Time, Unrelated	9	$5,873	$6,125	$2,080	$8,500
JOB SATISFACTION					
Very Satisfied	21	$22,924	$23,750	$8,300	$35,000
Satisfied	40	$18,555	$18,500	$3,500	$35,000
Not Very Satisfied	6	$14,622	$18,077	$2,080	$22,000
Dissatisfied	0	--	--	--	--

TABLE 20: Salaries of 1990-91 PVCC Graduate Survey Respondents by Sex, Race, and Age

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	25	$19,854	$19,000	$2,080	$35,000
Female	43	$19,534	$19,142	$3,500	$35,000
RACE					
White	65	$19,320	$17,622	$2,080	$35,000
Black	3	$26,833	$27,500	$20,000	$33,000
Other	0	--	--	--	--
AGE					
Under 18	0	--	--	--	--
18-22	11	$11,658	$11,000	$2,080	$25,000
22-25	9	$18,355	$20,000	$7,500	$28,000
25-35	26	$21,036	$23,000	$3,500	$35,000
35-45	16	$22,364	$24,250	$6,260	$35,000
45-60	6	$23,023	$21,000	$17,600	$32,000
60 & Over	0	--	--	--	--

TABLE 21: Fields of Study at Four-Year Colleges or Universities of 1990-91 PVCC Graduate Survey Respondents

FIELD OF STUDY	City	GMU	GWU	JMU	LC	MBC	MWC	Radford	UVA	VCU	VPI	TOTAL
Accounting	0	0	0	1	0	1	0	0	2	1	0	5
Archaeology	0	0	0	0	0	0	0	0	1	0	0	1
Building & Construction	0	0	0	0	0	0	0	0	0	0	1	1
Business Administration	1	1	1	2	5	6	0	1	1	0	0	18
Chemistry	0	1	0	0	0	0	0	0	0	0	0	1
Computer Information Sys	0	0	0	1	0	0	0	0	1	0	0	2
Early Childhood Education	0	0	0	1	0	0	0	0	0	0	0	1
Education	0	0	0	0	1	2	0	0	1	0	0	4
Engineering	0	0	0	0	0	0	0	0	1	0	0	1
English	0	0	0	0	1	2	1	0	4	1	0	9
General Studies	0	0	0	0	0	1	0	0	0	0	0	1
History	0	0	0	1	0	0	0	0	0	0	0	1
Hotel & Restaurant Mgt	0	0	0	0	0	0	0	0	0	0	1	1
International Studies	0	0	0	0	0	0	0	0	0	0	1	1
Marketing	0	0	0	0	0	0	0	0	2	0	0	2
Mathematics	0	0	0	0	0	1	0	0	0	0	0	1
Nursing	0	0	0	0	0	0	0	0	0	1	0	1
Occupational Therapy	0	0	0	0	0	0	0	0	0	1	0	1
Physical Education	0	0	0	0	0	0	0	0	0	0	1	1
Psychology	0	0	0	2	0	0	0	0	1	1	0	4
Public Administration	0	0	0	1	0	0	0	0	0	0	0	1
Social Work	0	0	0	0	0	1	0	0	0	0	0	1
Sociology	0	0	0	1	0	1	0	0	0	0	0	2
Special Education	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL	1	2	1	10	8	15	1	1	14	5	4	62

TABLE 22: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
George Mason University	2	2.427	2.000	2.800
George Washington U	1	3.000	3.000	3.000
James Madison University	10	2.375	1.500	3.650
Longwood College	8	3.131	2.000	3.700
Mary Baldwin College	7	3.263	2.200	4.000
Mary Washington College	1	3.170	3.170	3.170
Radford University	1	3.000	3.000	3.000
University of Virginia	13	3.055	2.000	3.890
Virginia Commonwealth U	3	3.029	3.000	3.200
Virginia Polytechnic	4	2.779	2.400	3.200
TOTAL	50	2.894	1.500	4.000

TABLE 23: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges or Universities by Four-Year Field of Study

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	5	2.880	2.000	4.000
Archaeology	1	3.700	3.700	3.700
Building & Construction	1	3.200	3.200	3.200
Business Administration	11	2.830	2.000	3.310
Chemistry	1	2.000	2.000	2.000
Computer Information Sys	2	2.940	2.750	3.100
Early Childhood Education	1	3.000	3.000	3.000
Education	4	3.536	3.000	3.700
Engineering	1	2.000	2.000	2.000
English	7	3.310	3.000	3.890
Genaral Studies	1	2.200	2.200	2.200
History	1	1.500	1.500	1.500
Hotel & Restaurant Mgt	1	2.400	2.400	2.400
International Studies	1	2.900	2.900	2.900
Marketing	2	2.750	2.600	3.170
Mathematics	1	3.170	3.170	3.170
Occupational Therapy	1	3.200	3.200	3.200
Physical Education	1	3.200	3.200	3.200
Psychology	3	2.579	2.400	3.650
Public Administration	1	2.125	2.125	2.125
Social Work	1	3.300	3.300	3.300
Sociology	1	3.300	3.300	3.300
Special Education	1	2.600	2.600	2.600
Total	50	2.894	1.500	4.000

TABLE 24: Average GPA's of 1990-91 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities by Sex, Race, and Age

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	21	2.806	2.000	3.700
Female	29	2.936	1.500	4.000
RACE				
White	48	2.893	1.500	4.000
Black	1	3.000	3.000	3.000
Other	1	2.900	2.900	2.900
AGE				
Under 18	0	--	--	--
18-22	5	2.684	2.000	3.000
22-25	26	2.830	1.500	3.800
25-35	15	3.060	2.000	3.890
35-45	3	3.065	3.000	3.200
45-60	1	4.000	4.000	4.000
60 & Over	0	--	--	--

TABLE 25: Fields of Study at Two-Year and Specialized Institutions of 1990-91 PVCC Graduate Survey Respondents

FIELD OF STUDY	Nash Comm. College	PVCC	TOTAL
Accounting	0	1	1
Business Administration	0	2	2
Computer Information Sys	0	1	1
Nursing	0	1	1
Philosophy	0	1	1
Physical Therapy	1	0	1
TOTAL	1	6	7

TABLE 26: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Academic Program

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Fine Arts	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Liberal Arts	5	35.7%	8	57.1%	1	7.1%	0	0.0%
A.A. DEGREE	5	35.7%	8	57.1%	1	7.1%	0	0.0%
Business Administration	8	33.3%	15	62.5%	1	4.2%	0	0.0%
Education	4	66.7%	2	33.3%	0	0.0%	0	0.0%
General Studies	3	50.0%	2	33.3%	1	16.7%	0	0.0%
Science	0	0.0%	3	75.0%	1	25.0%	0	0.0%
A.S. DEGREE	15	37.5%	22	55.0%	3	7.5%	0	0.0%
Accounting	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Computer Information Sys	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Draft & Design	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Office Systems Tech.	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Respiratory Therapy	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	1	9.1%	9	81.8%	1	9.1%	0	0.0%
Career Studies								
Business & Management	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Child Care	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Clerical Studies	1	50.0%	0	0.0%	1	50.0%	0	0.0%
CERTIFICATE	1	20.0%	1	20.0%	3	60.0%	0	0.0%
TOTAL	22	31.4%	40	57.1%	8	11.4%	0	0.0%

Note that percentage figures are by row (program).

TABLE 27: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year College or University

COLLEGE OR UNIVERSITY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
City University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
George Mason University	0	0.0%	2	100.0%	0	0.0%	0	0.0%
George Washington U	0	0.0%	1	100.0%	0	0.0%	0	0.0%
James Madison University	2	20.0%	7	70.0%	1	10.0%	0	0.0%
Longwood College	4	57.1%	3	42.9%	0	0.0%	0	0.0%
Mary Baldwin College	3	20.0%	11	0.0%	1	6.7%	0	0.0%
Mary Washington College	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
University of Virginia	5	38.5%	7	53.8%	1	7.7%	0	0.0%
Virginia Commonwealth U	1	20.0%	3	60.0%	1	20.0%	0	0.0%
Virginia Polytechnic	2	50.0%	1	25.0%	1	25.0%	0	0.0%
TOTAL	18	30.0%	37	61.7%	5	8.3%	0	0.0%

Note that percentage figures are by row (college or university).

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TABLE 28: Evaluation of 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year Field of Study

FIELD OF STUDY	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Accounting	0	0.0%	5	100.0%	0	0.0%	0	0.0%
Archaeology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Building & Construction	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Business Administration	4	22.2%	14	77.8%	0	0.0%	0	0.0%
Chemistry	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Information Sys	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Early Childhood Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Education	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Engineering	0	0.0%	0	0.0%	1	100.0%	0	0.0%
English	4	57.1%	3	42.9%	0	0.0%	0	0.0%
General Studies	0	0.0%	0	0.0%	1	100.0%	0	0.0%
History	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Hotel & Restaurant Mgt	1	100.0%	0	0.0%	0	0.0%	0	0.0%
International Studies	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Marketing	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Mathematics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Occupational Therapy	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Physical Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Psychology	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Public Administration	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Social Work	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Sociology	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	18	30.0%	37	61.7%	5	8.3%	0	0.0%

Note that percentage figures are by row (field of study).

TABLE 29: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%
1990-1991	17	33.3%	30	58.8%	4	7.8%	0	0.0%

Note that percentage figures are by row (year).

TABLE 30: Evaluation by 1990-91 PVCC Graduate Survey Respondents of their Academic Preparation at PVCC by Academic Program for College Transfer in Comparison to Students Starting as Freshmen at the Transfer Institutions

PROGRAM	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Fine Arts	1	100.0%	0	0.0%	0	0.0%
Liberal Arts	7	50.0%	2	14.3%	5	35.7%
A.A. DEGREE	8	53.3%	2	13.3%	5	33.3%
Business Administration	7	30.4%	14	60.9%	2	8.7%
Education	3	60.0%	2	40.0%	0	0.0%
General Studies	0	0.0%	4	100.0%	0	0.0%
Science	1	33.3%	1	33.3%	1	33.3%
A.S. DEGREE	11	31.4%	21	60.0%	3	8.6%
Accounting	1	50.0%	1	50.0%	0	0.0%
Management	1	50.0%	1	50.0%	0	0.0%
A.A.S. DEGREE	2	50.0%	2	50.0%	0	0.0%
Clerical Studies	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	1	100.0%	0	0.0%	0	0.0%
TOTAL	22	40.0%	25	45.5%	8	14.5%

Note that percentage figures are by row (program).

TABLE 31: Evaluation by 1990-91 PVCC Graduate Survey Respondents by Four-Year Institution of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

COLLEGE OR UNIVERSITY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	1	50.0%	0	0.0%	1	50.0%
George Washington U	0	0.0%	1	100.0%	0	0.0%
James Madison University	3	30.0%	5	50.0%	2	20.0%
Longwood College	6	75.0%	2	25.0%	0	0.0%
Mary Baldwin College	3	33.3%	5	55.6%	1	11.1%
Mary Washington College	1	100.0%	0	0.0%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	4	28.6%	6	42.9%	4	28.6%
Virginia Commonwealth U	1	25.0%	3	75.0%	0	0.0%
Virginia Polytechnic	3	75.0%	1	25.0%	0	0.0%
TOTAL	22	40.7%	24	44.4%	8	14.8%

Note that percentage figures are by row (college or university).

TABLE 32: Evaluation by 1990-91 PVCC Graduate Survey Respondents by Four-Year Field of Study of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

FIELD OF STUDY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Accounting	2	40.0%	3	60.0%	0	0.0%
Archaeology	0	0.0%	1	100.0%	0	0.0%
Building & Construction	1	100.0%	0	0.0%	0	0.0%
Business Administration	4	30.8%	8	61.5%	1	7.7%
Chemistry	1	100.0%	0	0.0%	0	0.0%
Computer Information Sys	1	50.0%	1	50.0%	0	0.0%
Early Childhood Education	0	0.0%	0	0.0%	1	100.0%
Education	1	33.3%	2	66.7%	0	0.0%
Engineering	0	0.0%	0	0.0%	1	100.0%
English	7	77.8%	0	0.0%	2	22.2%
General Studies	0	0.0%	0	0.0%	0	0.0%
History	0	0.0%	0	0.0%	1	100.0%
Hotel & Restaurant Mgt	1	100.0%	0	0.0%	0	0.0%
International Studies	0	0.0%	1	100.0%	0	0.0%
Marketing	0	0.0%	1	50.0%	1	50.0%
Mathematics	0	0.0%	1	100.0%	0	0.0%
Nursing	0	0.0%	0	0.0%	0	0.0%
Occupational Therapy	0	0.0%	1	100.0%	0	0.0%
Physical Education	1	100.0%	0	0.0%	0	0.0%
Psychology	2	50.0%	1	25.0%	1	25.0%
Public Administration	0	0.0%	1	100.0%	0	0.0%
Social Work	0	0.0%	1	100.0%	0	0.0%
Sociology	0	0.0%	2	100.0%	0	0.0%
Special Education	1	100.0%	0	0.0%	0	0.0%
Total	22	40.7%	24	44.4%	8	14.8%

Note that percentage figures are by row (field of study).

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TABLE 33: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

YEAR	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%
1990-1991	19	38.0%	23	46.0%	8	16.0%

Note that percentage figures are by row (year).

TABLE 34: Evaluation by 1990-91 PVCC Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC better quality No.	Pct.	Both colleges the same No.	Pct.	PVCC less quality No.	Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	0	0.0%	2	100.0%	0	0.0%
George Washington U	0	0.0%	0	0.0%	1	100.0%
James Madison University	0	0.0%	8	80.0%	2	20.0%
Longwood College	1	12.5%	6	75.0%	1	12.5%
Mary Baldwin College	0	0.0%	8	100.0%	0	0.0%
Mary Washington College	0	0.0%	1	100.0%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	1	7.1%	11	78.6%	2	14.3%
Virginia Commonwealth U	2	40.0%	3	60.0%	0	0.0%
Virginia Polytechnic	1	25.0%	1	25.0%	2	50.0%
TOTAL	5	9.3%	41	75.9%	8	14.8%

Note that percentage figures are by row (college or university).

TABLE 35: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%
1990-1991	5	10.0%	36	72.0%	9	18.0%

Note that percentage figures are by row (year).

TABLE 36: Evaluation by 1990-91 PVCC Graduate Survey Respondents of the Strictness of Grading Practices Between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	0	0.0%	1	50.0%	1	50.0%
George Washington U	0	0.0%	0	0.0%	1	100.0%
James Madison University	0	0.0%	6	60.0%	4	40.0%
Longwood College	1	12.5%	4	50.0%	3	37.5%
Mary Baldwin College	0	0.0%	4	57.1%	3	42.9%
Mary Washington College	0	0.0%	1	100.0%	0	0.0%
Radford University	0	0.0%	1	100.0%	0	0.0%
University of Virginia	0	0.0%	4	28.6%	10	71.4%
Virginia Commonwealth U	1	20.0%	2	40.0%	2	40.0%
Virginia Polytechnic	0	0.0%	3	75.0%	1	25.0%
TOTAL	2	3.8%	26	49.1%	25	47.2%

Note that percentage figures are by row (college or university).

TABLE 37: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Strictness of Grading Practices between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC stricter No.	PVCC stricter Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less strict No.	PVCC less strict Pct.
1980-1981	0	0.0%	8	36.4%	14	63.6%
1981-1982	0	0.0%	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%
1990-1991	1	2.0%	24	48.0%	25	50.0%

Note that percentage figures are by row (year).

TABLE 38: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more competitive No.	PVCC more competitive Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less competitive No.	PVCC less competitive Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	0	0.0%	0	0.0%	2	100.0%
George Washington U	0	0.0%	0	0.0%	1	100.0%
James Madison University	0	0.0%	0	0.0%	10	100.0%
Longwood College	1	12.5%	3	37.5%	4	50.0%
Mary Baldwin College	1	16.7%	3	50.0%	2	33.3%
Mary Washington College	1	100.0%	0	0.0%	0	0.0%
Radford University	0	0.0%	0	0.0%	1	100.0%
University of Virginia	0	0.0%	0	0.0%	14	100.0%
Virginia Commonwealth U	0	0.0%	3	75.0%	1	25.0%
Virginia Polytechnic	0	0.0%	0	0.0%	4	100.0%
TOTAL	3	5.9%	9	17.6%	39	76.5%

Note that percentage figures are by row (college or university).

TABLE 39: Evaluation by PVCC AA/AS Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	0	0.0%	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	0.0%	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%
1990-1991	3	6.3%	7	14.6%	38	79.2%

Note that percentage figures are by row (year).

TABLE 40: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	1	50.0%	1	50.0%	0	0.0%
George Washington U	0	0.0%	1	100.0%	0	0.0%
James Madison University	3	30.0%	7	70.0%	0	0.0%
Longwood College	1	12.5%	7	87.5%	0	0.0%
Mary Baldwin College	1	11.1%	8	88.9%	0	0.0%
Mary Washington College	0	0.0%	1	100.0%	0	0.0%
Radford University	1	100.0%	0	0.0%	0	0.0%
University of Virginia	9	64.3%	5	35.7%	0	0.0%
Virginia Commonwealth U	2	40.0%	2	40.0%	1	20.0%
Virginia Polytechnic	2	50.0%	2	50.0%	0	0.0%
TOTAL	20	36.4%	34	61.8%	1	1.8%

Note that percentage figures are by row (college or university).

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TABLE 41: Evaluation by AA/AS PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more friendly No.	Pct.	Both colleges the same No.	Pct.	PVCC less friendly No.	Pct.
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	0.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%
1990-1991	20	40.0%	30	60.0%	0	0.0%

Note that percentage figures are by row (year).

TABLE 42: Evaluation by 1990-91 PVCC Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

COLLEGE OR UNIVERSITY	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
City University	0	0.0%	0	0.0%	0	0.0%
George Mason University	2	100.0%	0	0.0%	0	0.0%
George Washington U	0	0.0%	1	100.0%	0	0.0%
James Madison University	6	60.0%	4	40.0%	0	0.0%
Longwood College	1	12.5%	6	75.0%	1	12.5%
Mary Baldwin College	0	0.0%	6	66.7%	3	33.3%
Mary Washington College	0	0.0%	1	100.0%	0	0.0%
Radford University	1	100.0%	0	0.0%	0	0.0%
University of Virginia	11	78.6%	3	21.4%	0	0.0%
Virginia Commonwealth U	4	80.0%	0	0.0%	1	20.0%
Virginia Polytechnic	2	50.0%	2	50.0%	0	0.0%
TOTAL	27	49.1%	23	41.8%	5	9.1%

Note that percentage figures are by row (college or university).

TABLE 43: Evaluation by PVCC AA/AS Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

YEAR	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.7%	11	30.6%	1	2.8%
1990-1991	26	52.0%	21	42.0%	3	6.0%

Note that percentage figures are by row (year).

TABLE 44: Evaluation by 1990-91 PVCC Graduate Survey Respondents of College Transfer Assistance Services at the College

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	8	29.6%	14	51.9%	4	14.8%	1	3.7%
Academic Program	14	42.4%	17	51.5%	2	6.1%	0	0.0%
Faculty	21	60.0%	13	37.1%	1	2.9%	0	0.0%
Co-operative Education	2	22.2%	4	44.4%	2	22.2%	1	11.1%
OTHER	4	100.0%	0	0.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (service).

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APPENDIX A

GRADUATE SURVEY

(survey -- front side)

Piedmont Virginia Community College
Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment:

1. Currently I am:

_____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Serving in the military full-time.
_____ Serving as a homemaker full-time.
_____ Unemployed (seeking employment).
_____ Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist
_____ Computer programmer
_____ Data Entry Operator
_____ Systems Analyst
_____ Business Manager
_____ Sales Clerk
_____ Secretary
_____ Typist
_____ Electrician
_____ Electronics Worker
_____ Child Care Worker
_____ Law Enforcement Official
_____ Draftsman
_____ Draftsman (computer-aided)
_____ Health Technician
_____ Respiratory Technician
_____ Nurse
_____ Accountant
_____ Educator
_____ Drama/Theatre worker
_____ Musician
_____ Laboratory Technician
_____ Engineer Technician
_____ Journalist
_____ Construction worker
_____ OTHER (please list)
_____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No. (if yes, please complete the attached form).

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

_____ Very satisfying (a superior job)
_____ Satisfying (a good job)
_____ Not very satisfying (a fair job)
_____ Unsatisfying (a poor job).

8. I intend to pursue this job as a long-range career: _____ Yes _____ No _____ Undecided

9. I obtained this job:

_____ Before attending PVCC
_____ While attending PVCC
_____ After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: _____ Yes _____ No.

11. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list) _____	_____	_____	_____	_____	_____

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

EXCELLENT	GOOD	FAIR	POOR
_____	_____	_____	_____

13. I participated in the Co-op. program _____ Yes _____ No.
I obtained my job after graduation through the Co-op. program _____ Yes _____ No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

-OVER-

(survey -- back side)

II. Further Education

1. I am: _____ Attending a four-year college or university full-time.
   _____ Attending a four-year college or university part-time.
   _____ Attending a community college full-time.
   _____ Attending a community college part-time.
   _____ Attending some other type of school.
   _____ Not presently attending school (if you checked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was:
   _____ Excellent _____ Good _____ Fair _____ Poor.
7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.
8. PVCC compares to my new school in:

	PVCC has more	About the same	Current school has more
Degree of student competitiveness	_____	_____	_____
Friendliness of faculty and staff	_____	_____	_____
Individual attention shown students	_____	_____	_____
Strictness of grading practices	_____	_____	_____
Quality of instruction	_____	_____	_____

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.
12. The number of credits not accepted by my new school was _____
    The courses not accepted were _____

III. Comments and Suggestions

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

_____
_____
_____
_____
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APPENDIX B

SURVEY COVER LETTERS

Piedmont
Virginia
Community
College

Route 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

January 31, 1992

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head
Director of Institutional Research and Planning

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87

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PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____

(signature)

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Piedmont Virginia Community College

Route 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

March 2, 1992

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head
Director of Institutional Research and Planning

encl

89

Piedmont
Virginia
Community
College

Route 6, Box 1-A, Charlottesville, Virginia, 22901-8714, Tel. 804/977-3900

April 20, 1992

Dear PVCC Graduate:

At the end of January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In early March, I wrote again asking you to return the questionnaire. It is now mid-April and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head
Director of Institutional Research and Planning

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90

APPENDIX C

Selected Comments by Survey Respondents*

General

(EDUC)I particularly like your 3 session summer school and would like to see a larger selection of courses offered during it.

(FINE ARTS)I learned many things from PVCC, but nothing directly related to my jewelers job! I did graduate with an AA degree and am enjoying what I am doing, but I would like to receive a degree in occupational therapy which is not offered through PVCC. I hope maybe to return to PVCC in the future for nursing!

(LIB ARTS)Attending Piedmont was one of the best experiences I've had in my education. Not only did it help me achieve my goal of attending JMU but it helped to ease the transition to a new place! Thank you!

(POLICE SCI)Try to have more student workshops in the area of transferring to other schools, financial aid, student/community involvement and high school/college involvement.

(BUAD)I recommend PVCC to everybody I know. All my classes transferred. Excellent facility.

(LIB ARTS)Great school! I frequently recommend PVCC.

(GEN STUD)The only complaint I have is that the college lower its tuition rates. While attending PVCC, my tuition went up every semester. If you continue to raise tuition cost I fell this will force students to enroll at a four year institution after high school instead of attending PVCC before transferring and it would force many continuing education students to not pursue their education endeavors. Take it to heart to what I am saying.

(BUAD)A very satisfying experience. Thank you.

(FINE ARTS)The quality of instruction at Piedmont was hampered by the diverse qualifications and level of intelligence of students there. There were students in some classes who really didn't want to be there, it seemed.

(GEN STUD)PVCC is a good school. You're fine as far as education and quality of academic courses. However, I would like to say that my present job is a matter of immediate utility. Eventually I plan on returning to PVCC to complete an Associate in Natural and Physical sciences after which I hope to obtain a position as a laboratory technician or something like that. I have applied at UVA's Carruthers Hall and am waiting to hear from them, hopefully. I plan on re-entering in Math 174 on January 93. Thank you.

(EDUC)There should be more student activities at PVCC - or more publicity for them. A lot of times I missed out on things I would have enjoyed if I had known.

(GEN STUD)For the amount of interest I had for school, PVCC was adequate in providing programs allowing me to pace myself. I never determined goals due to my undecidedness about a career. I am now finding that I am interested in furthering my education and am going to be able to do so with the help of PVCC. This college is a good place for beginners and individuals who are undecided about a career. At PVCC there is always room to grow!

(BUAD)I have one complaint - PVCC was very frustrating socially, i.e. no easy way to meet people. In the future, I suggest increase the non-existent social events and make PVCC more of a close-knit community college.

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*In parentheses, in front of each comment, is a short, capitalized code representing the curriculum of the respondent.

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(Science)Please continue with the 1 to 1 , student to teacher learning techniques. These methods made all the difference for me when I attended PVCC. I was able to learn more thoroughly than when I attended UVA's engineering school. And I feel that says a lot.

(FINE ARTS)Many of the students from PVCC were older and therefore considerably more mature than those here at UVA - therefore I still associate with many of them. For the most part, many fellow PVCC alumni seem to have a more serious attitude than many UVA students. We are here because we want to be, because we want to learn. However, there are still many extremely intelligent students in third year classes - and they have had the benefit of classes in which they had the opportunity to read much more widely than I did. (Note - I didn't actually major in English at PVCC).

(LIB ARTS)Teach students to expect more demanding work at the four year institutions. It was very discouraging working very hard and still receiving academic warning!!!

(BUAD)I feel that I am prepared about as well as those that entered JMU as freshmen. I have most of the knowledge that I should have received from the preparatory classes I took at PVCC. I would recommend that student counseling be emphasized more at PVCC. I have seen many cases in which transfer students, PVCC included, have lost a large amount of credits. This did not happen in my case because I talked to the counselors frequently. However many students take classes that do not transfer which prolongs their college careers. Overall I am very pleased with my education at PVCC.

(LIB ARTS)PVCC didn't prepare me for taking drawn out multiple choice test that are given at larger schools. At PVCC I mostly had essay type tests which did not give me practice in taking multiple choice tests as I said earlier. I enjoyed PVCC. Going through the transfer program was frustrating and could be made better by JMU.

(BUAD)I truly enjoyed and benefitted from my time at PVCC. My only "regrets" concerning Piedmont are that I wasn't as prepared as I could have been for classes at JMU. While attending PVCC I averaged +16 credits and worked +-20 hours a week. Currently I am averaging 13 credits per semester and not working, and find myself extremely busy. I feel that the courses require much more out of class reading and preparation for class. Students at PVCC, like myself, are not required to apply themselves as much as they can. I was not accustomed to so much out of class work and although JMU is more rewarding, PVCC is a great institution that might need to separate TRANSFER students into some distinct classes in which they apply themselves more.

(LIB ARTS)It would help if students were encouraged to review the course requirements of the transfer school so that important and needed classes can be taken. There are some classes that are not needed at the transfer school and can be replaced by classes that are.

(Clerical Studies)The possibility for close interaction with the faculty at PVCC strengthened both my knowledge of the respective course material and my confidence in this knowledge. Many members of the faulty proved to be of incalculable help in my studies and my commitment. As an English major, I have found that the writing requirements are much more difficult at UVA than at PVCC and in this area I could have hoped for better preparation, although I do understand the need to structure courses to suit a diverse group of students' needs.

(LIB ARTS)There is a degree of difficulty "differences" between PVCC and Longwood.

(EDUC)I was pleased with how many of my classes transferred. I was afraid that I would have to repeat some and take an extra semester or year of classes to catch up. However, I will graduate from Longwood in May 1992. This is two years after completing my course-work at PVCC. PVCC provided me with a great opportunity and a wonderful experience. Keep up the good work!

(Office Sys Tech.)The credits I took at PVCC did not transfer, but I knew they wouldn't--I did basic classes. I didn't think that I was going on to a college with a 4 year program.

(EDUC)I didn't realize exactly how much I appreciated PVCC until I began @ UVA. I missed the interaction with faculty (my professors) and the general friendly feeling that exist @ PVCC. Classes are much longer, but even so, I have not found it as easy to become acquainted with people. You could say, I miss the "smiles"!!! Now that one full semester @ UVA is over I've adjusted to the routine, and in 3 years time I'm sure I'll miss UVA as much as I still miss PVCC. Thanks for the "Good Job." Keep up the good work.

(LIB ARTS)The panel of JMU students who came to PVCC was extremely helpful in answering my questions and easing "the jitters". I think this is one of the best programs Piedmont offers!

(LIB ARTS)There were 3 professors at PVCC whose courses were the most preparatory for UVA. Their assignments and workload were the most similar to what I am getting at UVA.

(LIB ARTS)All my classes at PVCC have proven valuable, but the students that spent their first 2 years at UVA have a stronger grounding in the classics in this area, and I just never got to work them into my schedule during my time at PVCC.

(LIB ARTS)I had been told by a number of people in the staff and advising aspect of PVCC that the classes at PVCC were comparable to those at UVA. That was not true at all. That was very deceiving. My classes at PVCC did not nearly effect the difficulty I would face when I got here. My classes at PVCC were pretty easy compared to what I have now. I expected there to be a dramatic difference between PVCC and UVA, but I did not feel prepared at all for what I faced when I got here. Had I not been deceived into thinking that I would be prepared for what I faced at UVA, I would have been able to deal with the transition in a more effective way.

(BUAD)My educational experience at PVCC helped me tremendously to prepare for my experience at Virginia Tech. I value my PVCC experience. The faculty helped motivate my educational and personal goals.

(LIB ARTS)Most problems with transfer were due to quarter to semester conflicts.

(LIB ARTS)My transition to UVA from Piedmont was exceptionally smooth and problem free. I can honestly say that I was better prepared for upper level English course work as a result of the work at Piedmont than were many students who spent their first two years at UVA. The excellence especially of PVCC's English department is noteworthy!! It is demanding and stimulating, and definitely conducive to the further study of literature. In addition, I applaud the excellent and cheerfully administered advice I received from the counselors. They never failed to steer us in the right direction.

(BUAD)Let your students know there are better universities than UVA outside of Charlottesville.

(BUAD)Transfer sessions should be offered at night! I had considered transferring to JMU, but lacked the assistance to see it through!

Employment

(BUAD)I would hope that obtaining my degree has increased my value as an employee. However, my reason for pursuing it was to increase my "marketability" in the event of a lay-off. Most other companies require a bachelor degree to be hired as a Senior Technical Writer. I was hired into a position which normally requires a bachelor degree and I did not have one.

(FINE ARTS)I believe it would have been helpful to have been better directed toward one career. Of course I appreciate the "well rounded student" approach but the one, short course in career planning was insufficient. Regular, monthly, or even semi-monthly workshops in career planning might help students plan a course of action earlier in their academic careers.

(CIS)You can Improve your job search program for your students. When I was job hunting while attending PVCC, I was given the run around by the counselling staff. Nobody seemed to know or care about the seriousness and conviction of my job search intentions. You need to establish a higher consciousness in this matter and show more interest in your students requiring assistance in the job search effort. Other than that, it's a great academic establishment.

(CIS)I have moved to Saudi Arabia 6 months ago. I have a job as a programmer & also have started correspondence courses in the states.

PVCC Faculty and Staff

(EDUC)I definitely like PVCC more than JMU! The faculty and staff are more friendly and helpful. You all did a great job! (With the exception of a few).

(LIB ARTS)On a more sober note there is an issue which concerns me very much. It was a revelation to discover the luxurious conditions under which the distinguished faculty at UVA work. I realized that the setup is different, and the objectives of the school as well, but when I compare the sheer workload of university professors to that of equally distinguished individuals at PVCC, I am alarmed. The work that one professor at PVCC is expected to accomplish (5 classes per semester!!) is outrageous. I am sympathetic to budget problems and so on, but I feel no obstacle should be too great to overcome on the part to secure excellence in education. PVCC is a wonderful school, filled with dedicated and brilliant teachers, but they are working far too much. "Full-time" should bring with it privileges of time and pay, not a heavier class schedule. Again, I am aware of the fundamental differences in the setups of UVA and PVCC, but no teacher should be expected to carry such a load. UVA professors (departments as a whole) receive grants that they may dispose of as they wish (i.e. graders, research assistants). I would suggest a similar thing for PVCC. No teacher who teaches 5 classes should have to grade all the work himself/herself. Graders (UVA grad students would be ideal) remove the burden from a professor and allow him/her to research a little for his or her own edification, and therefore improve, in all likelihood, the quality of his or her teaching. Thank You!

(BUAD)Overall, I found the school to be great. The majority of the staff are well prepared and knowledgeable in their teaching.

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(BUAD)The faculty at Piedmont was more than willing to help by writing letters of recommendation and discussing concerns. That is what makes Piedmont such an excellent school. The faculty is the best of any school I have been to in terms of meeting the needs of students outside the classroom. The one thing, I think, that could have prepared me more fully would have been classes that pushed me a lot harder. I feel much more challenged now and it was a shock. Tougher classes for transferring students would probably help.

(POLICE SCI)While I attended PVCC, Police Science was the degree program I chose. I found Police Science to be an interesting and educational field of study. This became true because of the great efforts and abilities of [instructor]. He is a wonderful professor and an asset to the institution. I also enjoyed taking classes under [instructor] (English), [instructor] (sociology), [instructor] (sociology) and [instructor] (business). [Counselor staff person] was a friendly and kind person to know and work with in PEERS. Currently I am employed but entertaining thoughts of going back to college to obtain a four year degree. Through PVCC I was rewarded with an associate's degree but equally, met some very nice people via the student body, faculty and the staff. I recommend PVCC to anyone!

Advising and Counseling Services

(LIB ARTS)The assistance I received through the counselling office was excellent. PVCC counselling set me up with another previously transferred student at UVA and this has been a great help.

(GEN STUD)I was told by a PVCC advisor that I needed to graduate from PVCC before entering the ADP. I found out later that this was not true. While the classes I took at PVCC were very well taught, I took 25 credit hrs. I did not need. In addition, I still need 11 credit hrs. for my new school. In the four years I attended PVCC I only saw my faculty advisor twice. During the second meeting I was told what classes to take during the rest of my time at PVCC.

(MGT)When I was at PVCC, I was told that I would be assigned a guidance counselor. I guess that I fell through the "cracks" because I was a part time student. At times I was frustrated because I had to go to someone different at every class registration. Now that I am in the Mary Baldwin ADP program, I am questioned about classes that I need to take at PVCC for my new curriculum. I know the counselors have a tough job, but a little flexibility would really help.

(Career Studies)I attended PVCC for 3 semesters. During my last semester when I applied for my student loan I went through a terrible ordeal just to get the same loan I had gotten the year before without any trouble. The financial aid office was "confused" on some guidelines on whether or not I was eligible for a loan (which I was) then there were several delays when I could not meet with someone. Then my forms were typed incorrectly and I had to practically start all over. That experience was the only one that caused me not to go back; but the courses were good and the teachers also.

(BUAD)I attended PVCC on a part time bases for several years. What little contact I did have with the guidance counselors, I found them to be very helpful.

(GEN STUD)I don't know whether this is available, but a detailed seminar on the extensive information that can be found in the counseling office would be helpful to new students.

(EDUC)Academically, Piedmont is a very good school. The Counseling I received from my faculty advisor left a lot to be desired. My 2nd year at PVCC (of 4 years total), I was told what classes to take then left on my own. I was told by a member of the Student Services staff that I must have an AD before entering the ADP. This was incorrect. Several of my friends have been told the same thing. As a result I took many classes I did not need, and did not take some classes I did need. While I feel the professors and classes at PVCC are excellent, I am very disappointed in the academic advising.

(Nursing)Take a look at PVCC's financial aid services. Are they really helpful to students who need money, especially displaced homemakers and minorities. They could be more helpful in letting a student know about all the financial resources available. They have trouble with following up on a student's file after financial aid applications have been made.

Curriculum (General)

(GEN STUD)I would like to see Piedmont develop an independent study program which would be advantageous to the Adult Learner. It is to difficult to arrange work schedules and find the time to attend classroom instruction. I am grateful that I was able to attend classroom instruction, but it took me much longer to get the credits due to family and job responsibilities. I had to put things on hold several times due to family sickness and inadequate coverage at work. An Independent Study Program would facilitate one Continuing with Studies even in the face of obstacles.

(BUAD)I feel as though the student body should be notified better about changes in academic policies at PVCC. It seems as though when a policy changes concerning the students academic grade & well being, the student is the last one to know. The students should be the first people to know, if not from a one on one initiated by the councilor then from a group discussion held by administration with students.

(GEN STUD)I'm receiving an excellent education at PVCC. Since graduation in May of 91, I was expected into the nursing program. I feel PVCC has prepared me well.

(BUAD)I praise the curriculum and staff at PVCC to anyone who will listen!

Curriculum (Health Care)

(NUR)When I applied to the Nursing Program at PVCC, I inquired about transferring credits from outside the U.S. where I had received an undergraduate degree. After being directed to several people, finally [an administrator] gave me a non-committal but positive reply of the chance of accepting the credits. To my dismay, a week before being accepted into the program I was informed otherwise through another faculty member. By now it was about 3 weeks late to be accepted into UVA Nursing program where all my credits had been accepted from University of Bombay, Bachelor of Science. I was frustrated and angry and wanted to see the Dean of the school, who refused to see me since I was told, he had spoken to [the administrator who had originally advised me]. I feel I was treated unjustly and unfairly. I feel this matter needs to be investigated and a proper policy drawn up regarding international students entering PVCC. [Administrators] need to be aware and familiar with international study programs and refrain from insult.

(NUR)The Nursing program really prepared me for my occupation.

(NUR)Great Nursing Program.

(NUR)Now that I have graduated from PVCC I can take lightly and laugh about the nursing program. I was fortunate to have had good clinical instructors but for lectures and demonstrations times there are instructors who are very poor, and who need to be re-educated themselves in the new techniques and instruments. I feel the instructors would be better trained and prepared if they had to have continued education and they themselves spent time working in acute care hospital floors. I am employed now on a acute care floor, a cardiac-thoracic and I feel it was because of a clinical instructor I had for two clinical rotations who had stressed cardiac to me. She was a person who remained active and updated. The nursing program needs to look at other schools and redesign itself for the 90's.

(NUR)I don't believe anything can prepare a nursing student for a patient or 5-6 patients when they have only taken care of one patient during a clinical day. I believe there should be some form of reality shock given to nursing students. I really felt overwhelmed at times even with the good preparation I was given at PVCC.

(NUR)The nursing program at PVCC was excellent - I recommend it above all. I feel that I was better prepared than some of the 4 yr. program graduates. The team of nursing instructors was wonderful!

(NUR)First of all, don't make cuts in the school of Nursing. Why tamper with a program that is excellent. They graduate the best nurses. In a lot of cases better prepared than UVA nurse graduates. They are proud of their profession and where they received their education. These nurses are providing a great service and are much needed now. The school should preserve the programs that have consistently done well in graduating people into professions well prepared.

(NUR)I would like to see staff of Nursing Education increase their awareness of students needs of positive reinforcement during the program while increasing or at least maintaining their standards of written work. It was rough at the time, but proved very beneficial to me. I think what was required for our class should be the minimum required.

(NUR)I felt that PVCC did a good job in preparing myself and other students. They were supportive. The atmosphere was caring. I think students benefit greatly from educating themselves at PVCC.

Curriculum (Business/Accounting)

(BUAD)The Business Administration associate degree I received from PVCC completely transferred with all of my liberal studies at JMU being waived. I felt very well prepared coming into JMU, and am glad I completed the 2-year degree. For me, PVCC was a good place to take classes and work, concurrently, while deciding on a specific field to enter. It also gave me time to get ready for a four year university. Good school, good professors, PVCC served me well.

(BUAD)PVCC helped me learn a great deal about business. I learned about people. I learned to have confidence in a greater way than I ever had before I began. I learned that I have much to learn. But the greatest thing I ever learned is that as long as I live I will never learn everything there is to know.

(MGT)The workload at UVA is tremendously different from PVCC. The amount of work in class and homework at UVA is at least 3 times as much as at PVCC. The students at UVA for all 4 years said that there was a difference in the workload for them as well when they entered the Commerce school, but I think that they were better prepared than transfer students. One thing that was extremely helpful was having former PVCC students who were in the Commerce school last year talking to those of us who entered the school last fall. Their advice helped me prepare for the increased workload at UVA. Talking to someone who went to PVCC and had transferred like I did really helped me to prepare and adjust to the new school. I hope that PVCC and UVA continue to work together like this because it makes the transition to the Commerce school easier.

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(BUAD)Make sure that the classes in the Business Administration curriculum are those needed to transfer. Some of the classes that I needed were not offered at Piedmont and I had to pick them up at Longwood. In the Business Administration program perhaps offer a concentration program so that students can get a feel for the concentration they will be going into at a 4 year college.

Curriculum (Other)

(RESP THERP)I am well satisfied with my education at PVCC. I feel I am better educated as a Respiratory Therapist than many graduates from other schools. I am very sorry to se this fine program closed.

(SCIENCE)PVCC probably would have prepared me well for most colleges, but the (engineering) program at UVA I am enrolled in is very competitive.

(POLICE SCI)I studied police science and received my associate degree from PVCC. I enjoyed the curriculum and the instructors especially [instructor] and [instructor] (When he was there). It is hard to move on and receive a four year degree while working full time. Obviously it took me quite some time to obtain my two year degree. It is unfortunate that a four year course of study is not available in this field. I have applied with several departments for jobs related to my degree. Currently I am at the job I had while attending PVCC. I have been here about four years.